

BUSINESS EDUCATION WORLD

May 1955



Sanford Fisher presides at the opening meeting of the 58th EBTA convention (see page 43).

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Prepared and Unprepared Interviews PAGE 26

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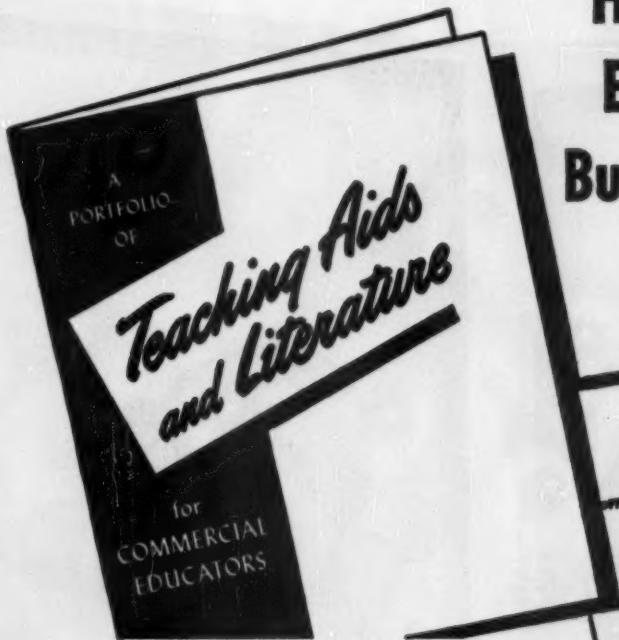
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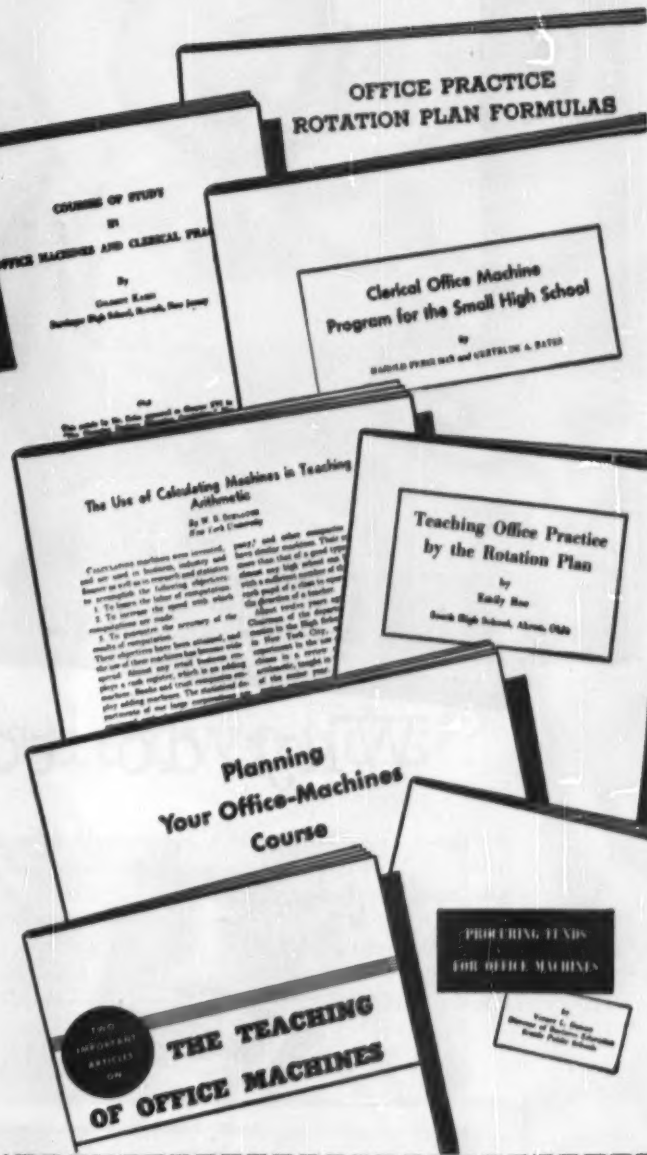
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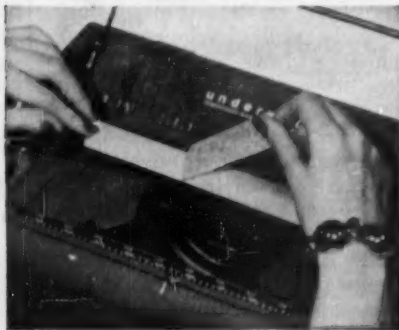
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BUSINESS EDUCATION WORLD

VOLUME 35, NUMBER 9

MAY 1955

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LETTERS

TYPEWRITERS IN CLASSROOMS

To the Editor:

It was with interest that I read the "classic comment" by Earl Strong that you quoted after my letter in the "Letters to Editor" column (BEW, March, page 2). By whose definition is this statement of Earl Strong "classic"? In my judgment, (it) is *not* "classic." Neither is it analogous, or even pertinent, to the situation of having the various makes of typewriters in the instructional program.

If we were to develop the same degree of competency in our driver-training courses that we do in our typewriting classes, and with a proportionate amount of time spent on the two, then I should say that there would be considerable justification for students learning to drive all makes of cars in their driver-training courses. From my observations of driver-training courses, they do not compare to typewriting classes in the degree of competency developed or the time devoted to the course.

While I feel that all makes of typewriters should, if possible, be represented in equal numbers in the typewriting classroom, I do not think it advisable for the students to move from one make to another in the keyboard learning stage. It has always been our practice not to make general moves from one make to another until after the first grading period or about the mid-point of the first semester. I am sure that the skill developed on the typewriter at the end of nine weeks would be proportionate to, if not greater than, the amount of skill developed in a driver-training course.

All moves, therefore, are made at the beginning or early in the grading period so that the students are not on a "strange" make of typewriter at the end of the period when final evaluation is made. The longest period of time is spent on the first make—during the early skill development stage. From four to five weeks are devoted to the other makes. After the rotation plan has placed all students on all makes for a period of four to five weeks, the students are given an opportunity to select the machine they prefer. That is always one of the most interesting days in the class. Frequently it is necessary, where more than one person wants the same typewriter, to use some type of "lottery."

There are several reasons, in my judgment, for the desirability of having an equal number of all the major makes (those that are found in the business community) in the classroom.

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Without an equal distribution, it is difficult (if not impossible) to give thorough preparation on all makes. It is our practice to have both an equal number of the major makes and an equal number of pica and elite type. When we move our students from one make to another, the entire class moves. Those on Typewriter A move to Typewriter B, etc. If a student has been on a machine with pica type, he moves to one with elite type. Consequently, he will receive thorough preparation on machines with pica and elite type as well as on the different makes.

It would seem just good business procedure to let students have approximately equal opportunity to use all makes in order that they can know the operative parts of each and that they can learn to develop their own preferences.

We realize, of course, that a student who has developed competency on one make of typewriter can transfer to another without loss of skill after a period of time. If this adjustment must be made, however, on the first day of a new job, the person is placed at a disadvantage. The worker on a new job has enough adjustments to make without meeting for the first time a make of typewriter on which he has had no previous experiences. And, we know there are differences in makes of typewriters.

The matter of impartiality should

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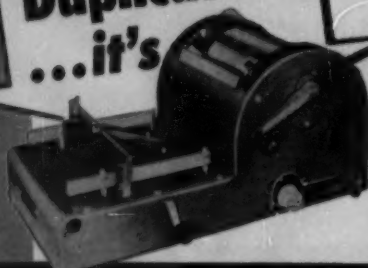


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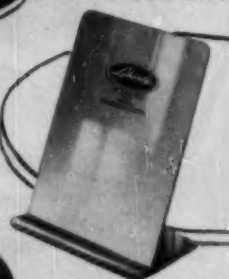


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be given some consideration, too. It would seem to me that we business educators have some responsibility to all the typewriter companies—that we not use one make to the exclusion of another or even one to a much greater extent than another. This would certainly be true so long as all the typewriters are found in the business community to which our students go.

These arguments hold for electric typewriters just as they do for manual typewriters. The school that equips its typewriting laboratory or laboratories with one make (or a great predominance) of manual or electric typewriters is not being fair to the students, to the business community, or to the manufacturers.

There are, of course, other factors to be considered in the selection of typewriters. If a school is located in an area where it is difficult to secure satisfactory service for a particular make of machine, it would not be suggested that that machine be included purely for the sake of total representation. There may be other practical considerations. For example, I recall that, in my first teaching situation, I was unable to secure one particular make of typewriter because my superintendent did not like the sales representative; and it was not until after there was a change of sales personnel that we were able to secure that make.

In my original letter to Alan Lloyd, I merely raised the question of equalization of makes of typewriters without attempting to state in any detail my position on the subject. Your reference to Earl Strong's "classic comment" motivated me to write this more detailed statement.

RUSSELL J. HOSLER
University of Wisconsin
Madison, Wisconsin

TYPEWRITER SERIAL NUMBERS
To the Editor:

... My sincere thanks for the comments in the September BUSINESS EDUCATION WORLD ("How Old Are Your Typewriters?", p. 30), for determining the age of machines ... very instructive and informative, not only for typing instructors, but also for typewriter dealers. As you may be aware, schools and trading houses totally lost their machines through fierce air bombing by B-29's, and their replacements were chiefly rebuilt machines ... In referring to your list, I noticed that all the machines in our school were of old vintages, ranging from 20 to 30 years in age ...

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Political Fog over the Capital

The present business outlook is being obscured by a political fog. You may expect to see this haze for the next 18 months. It is part of the advance maneuvering for the 1956 election. The GOP thinks it sees a Democratic plot to shake public confidence in President Eisenhower's economy. Democrats retort that Congress is merely exercising its right to look into the economy. The Republicans, they say, are only providing an alibi in case there is a slump.

There is mounting bitterness on both sides. Since the debate centers on Administration economic policy, the jockeying is bound to have an adverse effect on the nation's long-term business planning. The recent jitters on the stock market are one manifestation of this doubt.

One of the hottest points of dispute is the employment situation. February employment was a shade lower than it was a year earlier, after January had seen a year-to-year gain of about 400,000. Actually, our 60 million employed is not bad for this time of the year; but both Republicans and Democrats feel that three million plus unemployed is too high. Economically that may not be a correct appraisal, but as long as both political parties feel that way, the figures are bound to make headlines. Business itself is more optimistic. Last year the jobless ranks grew by 800,000 from January to March; this year the figures remained the same through the winter months.

Who Controls Our Money?

Four times a year eleven Americans meet to make some pretty big decisions. In March they met again; and as before, they were not saying what they decided. If the decisions prove wise, however, they will help to keep our business world running smoothly for the next year or so. If the decisions prove wrong, they will cause an enormous amount of trouble for the United States and the whole world.

The eleven men are members of the Federal Open Market Committee, which is part of our Federal Reserve System. They have—potentially—more financial power than any eleven

men have ever had before. Their power comes from the fact that they control, without answering to anyone, the expansion and contraction of the \$25 billion security portfolio owned by the 12 Federal Reserve Banks. This fund is invested in U.S. government securities. The structure of the nation's banking gives the fund a peculiar leverage on the whole banking system and—through the banking system—on business in general.

Under U.S. law, all commercial banks that are members of the Federal Reserve System (and these hold 85 per cent of all deposits) have to maintain reserves amounting to a specified per cent of their deposits. The total reserves available at any particular time set a limit on the amount of credit that commercial banks can extend. Monetary control as practiced by the Open Market Committee is one of the most important instruments that the Government can use to control the swings of the business cycle and keep the country running at high level.

Smoking Habits Screened

Looking at the smoking habits in its home town of Ann Arbor, the University of Michigan's Survey Research Center came up with these findings:

- Half of the smokers in the city—half the adult population are smokers—have changed their smoking habits in some way during the past year.
- Eight per cent gave up smoking completely.
- Two out of every five who have changed their smoking habits say that the news connecting smoking and cancer did it.

Of the people who changed their habits, one out of every five switched to a filter cigarette. The remaining four either cut down their smoking, switched to another brand of cigarettes, or began smoking a pipe.

According to the researchers, "People tend to fit the 'facts' into what they already believe." They cited that 70 per cent of the smokers think the cancer evidence is inconclusive, while only 38 per cent of nonsmokers agree with this. Whatever the facts, the change in smoking habits is bleak news for cigarette manufacturers.

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A COLOR FILM with Hollywood stars has been produced by International Business Machines Corporation to encourage young women into a secretarial career. *The Right Touch* features Cathy O'Donnell as the secretary and Jeffrey Lynn as the narrator. The 18-minute film is the story of a secretary and her career—as a student, as a typist in a company steno pool, and eventually as a responsible private secretary. It depicts the ideal secretary, who uses her head, her hands, and her heart in order to please her boss.

Technical assistance was provided by the United Business Education Association, the National Secretaries Association, the National Office Management Association, and *Charm* magazine. The film will be available free of charge after May 1 from the IBM Film Library, Endicott, New York, or from any IBM branch office.



ON THE SET, above right, Jeffrey Lynn (left) discusses script with H. W. Miller, Jr., IBM sales manager. At left, student Cathy O'Donnell listens to advice of her typing teacher (Nancy Cushman).





"Can you transcribe this dictation?"

She was a recent secretarial school graduate. This job interview meant a lot to her—because she'd heard so many fine things about this progressive firm. The pay was tops, and she liked the man who'd be her boss.

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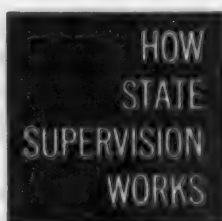
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Improving SHORTHAND Instruction through State Supervision

HOBART H. CONOVER, Supervisor

Bureau of Business and Distributive Education, New York State Department of Education



SECOND IN A SERIES OF SEVEN ARTICLES

BUSINESS EDUCATION FOR BEGINNING STENOGRAPHIC POSITIONS

New York schools generally follow one of two plans for shorthand instruction, beginning at either the tenth or eleventh year.

Most schools that begin shorthand instruction at the tenth-year level continue to offer it over a three-year period. Students take advanced shorthand and transcription for two full class periods during the eleventh year, and can take a terminal course—secretarial practice—during their senior year.

A smaller number of schools do not offer shorthand instruction until the eleventh year. Then it begins on a daily basis, with a period of comparable length given to typewriting and

beginning transcription. In the twelfth year, advanced shorthand is offered for one class period, together with secretarial practice, which is offered on a double-period basis.

Stenographic students fulfill these other course requirements: In the ninth year, they study Introduction to Business, a general survey course; in the tenth year, typewriting; in the eleventh or twelfth year, Business Law, for a full year. Bookkeeping is recommended as an elective subject for the twelfth year.

Not all stenographic majors follow either of these shorthand curriculums in its entirety. For those who may not want to specialize to the extent of a six-unit course, a variety of

three-unit sequences is offered. Some of these are:

Shorthand I and II — Transcription — Secretarial Practice
Typewriting — Machine Transcription — Secretarial Practice
Typewriting — Machine Transcription — Office Practice
Shorthand I and II — Transcription — Office Experience

New York State makes no attempt to influence schools in the selection of the shorthand system to be taught.

As a result, several systems are found in scattered schools in the state, and a large number of schools teach one of two leading systems.

As for methodology, we encourage teachers to give due consideration to the procedures suggested in the teaching manuals of the authors of the systems; in many cases, they represent the best thinking in the field.

The philosophy of the school administrator determines, in most cases, which students will take shorthand. He may believe that all those who have an urge to enter the secretarial field should take Shorthand I, or he may advise students on the basis of aptitude tests, past performance in English, intelligence quotient, and/or other yardsticks. Then, because abilities vary widely, the classroom teacher must adjust her rate of instruction so that students may be kept to their highest level of accomplishment, without setting goals so high that wholesale discouragement results.

In the 1953-4 school year, 671 schools offered instruction in Shorthand I, with a total class enrollment of almost 36,000; and 20,120 students were taking shorthand at the second-year level in 415 schools.

In the second year, the student spends an equal amount of time on advanced shorthand and transcription.

He develops his shorthand skills, both writing and reading, often with the aid of a tape recorder and graded shorthand dictation records or tapes. Transcription training immediately follows the typewriting course, so the teacher continues development of typing skills. The transcription period, as set up in New York State, allows time for correction of the weaknesses that employers complain about most frequently — grammar, punctuation, word discrimination, and spelling (plus, of course, slow transcription).

Although the state's final examination for Shorthand II classes is dictated at the rate of only 80 standard words a minute, most students considerably exceed this requirement.

Secretarial practice is regarded as a dress rehearsal for business life.

Students are expected to increase their skill in reading shorthand notes, in taking dictation, and in transcribing shorthand notes on the typewriter. We encourage "office style" dictation, and dictation by persons other than the regular classroom teacher. Incentives such as awards and testing programs usually enable students to exceed the 100 wam goal that we set for dictation of unfamiliar matter.

Other phases of secretarial practice that get attention are advanced typing skills, filing, mechanical details of letter writing, handling of office mail, meeting callers, telephone usage, and answering letters without dictation. In addition, the teacher stresses office problems relating to dress, ability to get along with others, interest in advancement, and general office behavior.

The variety of office machines available varies from school to school. All schools give extensive training in both stencil and fluid-machine duplication, and students in many schools learn to operate at least one type of dictating and transcribing machine. Where the state-approved course in office practice is offered in the same school, many of the available machines are also used by members of the secretarial-practice class.

Two class periods each day are required for students enrolled in this course, and we encourage schools to arrange these periods consecutively. An alternate plan, used mainly in schools of intermediate size, makes it possible for the student to spend one period a day in formal class instruction, and to substitute, for the second period of the regular double-period course, supervised secretarial practice in the form of practical experience in a secretarial capacity in the school offices.

Companies are now employing trained machine transcribers at starting salaries comparable to what the beginning shorthand writer usually earns.

Schools offering secretarial practice are encouraged to have machine transcribing units available for instruction use, so that the student is at least acquainted with them. Some New York schools are now training successfully, as machine transcribers, selected students who have not been able to master the skill of shorthand writing—not always because of shortcomings in grammar, spelling, or punctuation, but often because of their inability to translate, under pressure, the dictated word into shorthand outlines. Of course, this training can be justified only when such jobs are available.

These selected students spend one year on machine transcribing. Because a school usually owns only one or two transcribing units, instruction is offered one or two students at a time, during a class period when the teacher is giving primary attention to other subjects. Our Bureau has developed effective job instruction sheets for this type of teaching.

For many students, the opportunity to spend part of their school day in an earning capacity determines whether or not they can remain in school until graduation.

New York State encourages schools to provide for co-operative business training whenever community characteristics warrant it. Stenographic students may earn school credit if they are employed—and paid for—an average of fifteen hours a week in an approved office-skills occupation. They must be under the supervision of a certified teacher-co-ordinator, and must have related instruction; also, a majority of the students in a co-operative class must be employed.

EVALUATION OF LEARNING IN SHORTHAND AND RELATED SUBJECTS

The state prepares no examinations for the local schools in either Shorthand I or Secretarial Practice. For the total shorthand curriculum, there are state examinations in Typewriting I, Shorthand II and Transcription, and Business Law.

In the past, many teachers at the

first-year level have laid considerable stress, in the testing procedure, on the correct writing or shorthand outlines. Today, even during the first year, most teachers are much more concerned with the student's ability to transcribe what has been written than with perfectly written outlines.

The state examination in Shorthand

II and Transcription (which is given to most, but not all, students) consists of six letters, each of which contains 120 standard words and is dictated at the rate of 80 wam. Shorthand outlines are not examined for accuracy; rather, the student is expected to meet certain mailability standards established by the Depart-

ment. Candidates who complete this examination successfully earn two and one-half units of Regents credit.

An alternate examination, known as Combination Shorthand II, Typewriting, and Transcription, not only tests the candidate in shorthand and transcription, but also includes at least one question on phases of typewriting not covered in ordinary letter writing. This examination normally contains four business letters of 120 standard words each, plus a problem in unarranged tabulation. Dictation is given at the same rate as in the Shorthand II and Transcription examination. The candidate who passes this exam receives credit not only for his two years of shorthand and transcription study, but also for the year spent in typewriting instruction (three and one-half units of Regents' credit).

Regents examinations are prepared by teachers, not by the Department.

Sixteen examinations in business education subjects are given each year—six each in January and June, and four in August. (Note: These state exams cover only six of the 20 approved courses in business education.) Two committees of classroom teachers work on them, in co-operation with one of the regular Department supervisors. One committee develops examinations in Business Law, Bookkeeping II, and Business Arithmetic; the other prepares two exams used by shorthand candidates, and one for use in first-year typewriting.

Committee members are selected from the most highly qualified teachers in the state. Membership is rotated in order to bring new minds to the development of these materials, and to extend the opportunity for participation to as many schools as possible.

Each committee member is charged with the preparation of the basic materials from which one examination is finally built. Before actual committee sessions, these original materials are evaluated by each member of the committee, with an eye to such factors as conformity with the state syllabus, difficulty of subject matter, suitability in terms of student experiences, and adequacy of coverage in leading textbooks.

Following this individual study, each committee devotes three days to the refinement of proposed questions. After examination questions are ac-

HOW THE BUREAU AIDS THE BEGINNING TEACHER

ORIENTATION: Personal letters go to all beginning business teachers early in September, welcoming them and describing in detail the supervisory bulletins and other services available through the Bureau. Accompanying the letter is an order sheet for selection of materials that may offer the greatest assistance.

CONFERENCES: Later in the year, full-day conferences are arranged for these teachers, at selected centers throughout the state. These meetings, planned for small groups and for first-year teachers only, serve as a clearing house for the beginner's myriad questions, especially those regarding materials of instruction. A state "marking guide" for greater uniformity in rating Regents examinations is studied and applied to typical student papers. Before the conference closes, each teacher is encouraged to visit at least two business classes in session at the conference location.

LOAN PACKETS: The Bureau has assembled, in packet form, materials on a variety of topics, to assist the beginner in specific ways. These are lent to teachers for a period of one week.

FOLLOW-UP SERVICE: When examination papers are reviewed during the summer, the Bureau can spot the beginning teacher's errors in subject matter, or in rating procedure. At the beginning of the next school year, the Bureau offers constructive suggestions for correcting these weaknesses and improving general performance.

cepted by these committees, they are reviewed in the Department by testing specialists, teacher consultants, the subject matter supervisor, and an examinations editor. Exams in the business subjects are then pretested in selected schools of the state.

This is not the end. A revision committee makes a final review. Now serving as members of this committee are four principals of secondary schools and three superintendents or assistant superintendents of schools.

Although the examination is now ready for use, it is still subject to the results of a continuous program of analysis and research.

Uniform standards for rating Regents examination papers have been established for the use of business teachers throughout the state.

In January and June of 1954, 87,843 papers were written in the six exams prepared in business education. In the shorthand exams alone, 15,059 students were tested.

Papers are first rated in the local school, which forwards all passing papers to the Department for review. During February, July, and August of

each year, a staff of expertly qualified high school teachers is employed to assist the Department in reviewing these papers.

Obviously, every paper cannot be reviewed. Papers from individual schools are sampled; if this sampling reveals a failure to maintain rating standards, all the papers in a particular subject are reviewed. This policy of Departmental review contributes materially to the maintenance of a high educational standard throughout the state.

The locally-prepared final examination in secretarial practice is given in sections during the latter part of the school year.

For evaluation of the general outcomes of this course, suggested areas of examination are:

- Stenographic skills
- Typewriting skills
- Business English
- Machine skills or filing
- General content of the course

All local examinations are subject to call for review by the State Education Department. This supervision reflects the State's deep interest in all phases of shorthand instruction.

Beverly, a first-year teacher, asked me, "How can I check 180 papers a day?" The only answer I could give her was, "You can't."

CHECKING can be overdone

CHARLES D. LOVE, Central Michigan College of Education

BEVERLY JUST dropped in to talk again about one of her teaching problems. She is teaching six classes a day—one in bookkeeping, three in typing, one in beginning shorthand, and one in advanced shorthand. With about thirty students in each class, this means she has a terrific amount of checking to do.

What can I say to help teachers like Beverly, who are overloaded each night with papers to be corrected? Let's begin with the source of this problem.

Why do business teachers require so much written work in the first place? The answer lies in the fact that one learns to do by doing. Just as no one ever learned to operate the typewriter without practicing, so business teachers have long been accustomed to requiring that assignments be worked out and the papers handed in. Most business education courses lend themselves to this type of teaching, they argue; so why not continue it?

But this method gives the overloaded teacher like Beverly an "out" only until she comes to correcting the papers. Our problem is what are we going to do with this pile of papers?

We must admit that the procedure to be followed should be the one that will benefit the student most. No one would argue that the most valuable experience is the one that informs the pupil that he has made a mistake. But it must do more than that. The most valuable procedure must also inform the student of his errors as soon as possible after they are made. It will analyze his errors and show him the correct procedure to follow in the future. This cannot be accomplished by

the teacher's correcting papers and handing them back to him the next day. That is too late to produce the maximum benefit.

Probably there is no one procedure that can be followed in all situations. One method, however, which I recommended for Beverly's bookkeeping class, is to give the students time to correct their own papers at the beginning of the period. The teacher can read off the solutions, or place them on the blackboard, and then assist the student to analyze his errors. This experience is invaluable to the student. His question is answered promptly—when it will do the most good. He is straightened out on points that cause him difficulty—before he goes on to the next exercise and compounds his difficulties.

Many teachers are too afraid that their students will make errors. But errors are valuable if we learn from them. The procedure outlined here is not a fox-and-geese game. The student learns through discovering his own errors. He also relieves the teacher of the impossible task of checking all the papers.

Don't Pass the Book

The teacher should avoid passing out the answer book, however, and letting the students check their own papers. Such a practice usually degenerates into a mere copying technique, from which the students receive little or no benefit.

Beverly's next question was: "What am I going to do with the papers after the students have checked and analyzed their errors?" The answer depends on the number and the type of errors. If there are numerous and

serious errors, it may be well to have the student rework the exercise; but that usually is not advisable. If the student knows where he has made his mistake and has learned the correct solution, there is no value in reworking the problem.

Teachers of typing and shorthand probably work themselves harder than any other group in the matter of checking written work. Just to point out an error to the beginning typist is of no value. He probably knows that he has made it. Pointing it out to him possibly does him harm. Paying too much attention to errors may cause the student to think too much about them, with the result that he so concentrates on avoiding errors that he tightens up and makes all the more.

During the first two months of the course, there is probably nothing to be gained by the teacher's checking beginning typing students' papers. The teacher can spend her time more fruitfully by working with the students, studying their techniques, and finding out why they are making errors. Once the cause of an error has been discovered, it is easy to avoid repetition.

What About Shorthand?

In her shorthand class, Beverly has an even greater motive for shifting onto her students the burden of checking. The number of characters in the shorthand alphabet is not great, and it does not take long to teach a student the form and proportion of these characters. In shorthand, as in typewriting, it is the *quality* of practice, rather than the *amount* of practice, that determines results. If a student does not know what his shorthand characters should look like, his homework will be of little value.

Students differ in their shorthand writing just as they differ in their long-hand writing. Though a degree of uniformity is necessary in shorthand, exact compliance to a standard should not be required. The shorthand characters in the text are not so sacred that students must duplicate them precisely. Students too frequently get the impression that they are doing their work for the teacher, and teacher's
(Continued on page 31)

HELEN HINKSON GREEN, Michigan State College, East Lansing, Michigan

READY FOR WORK



"Are my students really ready for employment?" Over and over you ask yourself.

Yes, some of them are. Others—? You shake your head and wonder.

GOODNESS KNOWS, we've done our best to prepare them all for interviews," you feel. "All they need to do is remember one-tenth of what they've been exposed to, use their heads—"

You check back on all the ways in which you have tried to prepare them.

- **Self-analysis.** First you had each student seriously consider what traits make him a desirable employee. Jotted down, the list included specific skills, physical and mental abilities, and type of personality.

There were some fairly rough sessions when class members helped each other with their appraisals; but, all in all, each member profited by the honest exchange of opinions.

- **Grooming.** These sessions included some pretty plain talk on the use of deodorants (both sexes, *please*), about daily baths, weekly shampoos,

daily changes of stockings, and an extra careful check of smelly shoes. Proper diet and rest, care of teeth and nails, and care and cleaning of clothing were discussed too—freely and frankly.

- **Human relations.** These talks covered the Dale Carnegie formulas, traits people admire in others, employers' pet peeves about beginning workers, qualities of leadership, and so on.

- **Mock interviews.** Correct dress was an obvious point to discuss, as well as the proper credentials to bring. It was suggested that a little extra effort would produce information about the prospective company, that the applicant might use to advantage during his interview.

- **Tape recorder.** By recording the students' voices, you studied speech faults and played back interviews.

- **Letters of application.** After these were studied and prepared, the effective arrangement and use of the personal data sheet was also discussed.

- **Proper credentials.** You're quite proud of the little folders that each student prepared for himself.

"Since most of you have no work experience to speak for you," you emphasized, "these credentials will give your prospective employer a chance to appraise your qualifications more surely and quickly." Of course, you explained, he will still write for their high school references; but a folder such as this will be certain to arouse his interest in their employability.

In the folders are inserted data sheets containing complete listings of actual courses and the grades made. There are proficiency ratings in skills (shorthand and typewriting speeds on various kinds of material), samples of

work (business letters and statistical typing), and handwriting samples (too often overlooked as an office skill). There are Gregg awards and certificates, NOMA Business Entrance Test

Certificates of Efficiency, and extra-class activities and honors.

- **Films.** These covered the techniques of interviewing and office etiquette.

- **Visiting personnel advisor.** A local personnel director discussed what employers look for during a job interview, and what they look for after the applicant has been hired.

But can your students pass the criteria for work readiness . . .

. . . after they have absorbed the advice of all these class sessions? Aren't there some people who are just more adaptable to work than others? You have often toyed with the idea that there is a psychological stage, irrespective of age, when individuals are ready for work—something like “reading readiness” in the first grade.

But what, exactly, are the criteria by which this readiness for work can be measured? Something comes back to you from Frederick Nichols' definition of business education. Something about “skills fitting boys and girls for initial positions in business and for advancement to higher levels of employment.”

This definition gives you a lead on some of the criteria.

- **A salable skill.** You have had the feeling that these skills have been sold short too frequently within the last few years. With all the talk about 85 per cent (or some such figure) of job turnovers being the result of problems in human relations, rather than inefficiency in the job, it looks on the surface as though skills were not so important after all.

But you have a sneaking suspicion that greatly improved skills would result in a lot of greatly improved personalities, which would mean greatly improved human relations and a vast reduction in dissatisfaction on the part of workers. The worker who has the skill to be always on top of his job is usually a pretty smooth operator all around.

- **Ability and desire to learn.** These criteria are necessary before one may train for a position above the one of his initial employment. And “advancement to higher levels of employment” is one of the important features of Nichols' definition of work readiness.

- **A belief that you must put in more than you take out** is another criterion to follow if you expect to progress in business. The big problem is to convey this idea to your students.

- **Capacity for hard work.** Are your students prepared to work long and hard at challenging tasks, or are they looking for easy jobs and big money? Do they keep looking at what they have that might be of worth to the company that employs them—or do they keep expecting more for less?

- **Appreciation of the dignity and value of work.** No boy or girl is ready for employment until he realizes that all honest and constructive work promotes the goodness and progress of humanity.

- **Appreciation of the monetary value of work.** Nor is a student ready for work until he has a clear concept of why some work is worth more in a dollars sense than is other work. Work entailing years of expensive preparation and specialization, work involving great physical danger, work entailing grave responsibility for the lives and property of others, work requiring great initiative, ingenuity, or talent, work involving great financial risk—all such work is entitled to greater recompense than is work involving little or no preparation, risk, discomfort, responsibility, initiative, or special ability.

The elevator boy who says, “I work harder than anybody else in the building—I ought to get more money than they do,” has never recognized some of the significant factors influencing the rate of pay. He has come up short on one criterion for work readiness.

Next you must get your students ready for employment tests . . .

. . . such as the Civil Service exam or the NOMA-UBEA tests. You've collected samples of employment tests from the local companies to which your students are most likely to apply for a job. The variety of tests is wide, but many of them resemble the Civil Service or the NOMA examinations mentioned. Others are the old speed-spurt type. The important thing is that you have a collection of these tests, which you can discuss with your class.

You are just taking out your folder labeled, “Employment tests,” when Mary Black comes in.

“My mother thinks maybe I should take a Civil Service test,” she says without preamble. “Do you know how I go about it, what I have to do?”

“Yes,” you say. “I do. We'll dis-

cuss how to apply later. But pay attention to today's lesson—we're going to get acquainted with the Federal Civil Service Stenographer-Typist Examination. That's the one that almost all of you will be eligible to take.”

You're all prepared when class time rolls around. There are three parts to the Federal Civil Service test: a general test, a straight copy test, and a shorthand test that only the stenographers take. You distribute the duplicated copies, which you have made from the sample sheets.

“Let's look at the samples” from the general test,” you say. “It will help to familiarize you with the type of questions that will be asked.”

* Taken from Form AN 3508A (Revised, April, 1954) issued by the United States Civil Service Commission, Federal Building, Christopher Street, New York 14.

You start with a vocabulary question, following directions very carefully:

1. *Authentic* means most nearly
 A) detailed D) technical
 B) reliable E) practical
 C) valuable
2. A reading question is next. Read the statement and choose the one of the five phrases that best supports it.
 In questions 3 and 4, candidates are asked to find the correct spelling of the words given; e.g.
3. A) occasion C) ocaasion
 B) occassion D) none of these
4. A) amature C) amatuer
 B) amatur D) none of these

“Holy mackerel,” groans Ed Maloney. “I could have spelled those if they hadn't messed around with them.”

Now comes an English test. [Only one of the sentences is acceptable.]

5. Select the sentence that is preferable with respect to grammar and usage such as would be suitable in a formal letter or report.

(A) They do not ordinarily present these kind of reports in detail like this.
(B) Reports like this is not generally given in such great detail
(C) A report of this kind is not ordinarily presented in such detail as this one.

After everyone has marked his answers, you check carefully to see that each is familiar with how to indicate the answer on a sheet that is to be scored by a machine.

Next to be tackled is the stenography test. Following the directions are eighteen pairs of lines.

A practice dictation and a test exercise will be dictated at the rate of 80 words a minute.

The sample printed on page 2 [of Form AN3508A] shows the length and difficulty of material to be used by the examiner in giving the dictation. If each pair of lines is dictated in exactly 10 seconds, the dictation will be at the rate of 80 words a minute. . . .

In recent years there has been a great increase in the need for capable stenographers (10 sec.) not only in business offices but also in public service agencies, both (20 sec.) etc. . . .

After the test is dictated, the competitor is given a sample of the transcript, from which many of the words have been omitted. He is also given a list of words, from which he is to choose the one that fits best and indicate his choice in the proper blank space. [You are to write E if the exact answer is not listed.]

Look at the WORD LIST to see whether you can find the missing word. Notice what letter (A, B, C, or D) is printed beside it, and write that letter in the blank space provided.

"My," says Jane, "am I ever glad you showed us this test. The shorthand is easy, but following the directions is complicated."

You quite agree with her.

"Now let's turn to the plain copy test," you say. "Notice it says 'Both stenographers and typists take this.' And notice especially what the directions say about accuracy."

The sample [following] shows the kind of material that competitors must copy. See whether you can copy it twice in 10 minutes and how many errors your copy contains. Competitors will be required to meet a certain minimum in accuracy as well as speed. Above the minimum speed and accuracy requirements, accuracy counts twice as much as speed

in determining whether the competitor is eligible on copying from Plain Copy.

Space, paragraph, spell, punctuate, capitalize, and begin and end each line precisely as shown in the exercise.

In the examination, you will have 10 minutes in which to make copies of the test exercises, keeping in mind that your eligibility will depend upon accuracy as well as speed. Each time you complete the exercise, simply double space once and begin again. Use both sides of the paper.

Your typing must go a little over halfway through a second copy of the exercise to make you eligible in speed. With that minimum, your paper must not have more than 9 errors. The number of errors permitted increases with the amount typed.

(Excerpt from plain copy test.)

. . . There are several ways in which a typist can prepare herself to be an efficient worker in a business office. First of all, she should know her typewriter thoroughly, the location of the keys . . .

Try to relax the students for this test, which is a smooth and easy two paragraphs of 60-space-line typing containing no figures or symbols.

State Civil Service Examinations are somewhat similar, except that in some states the shorthand test is not dictated. The student copies from typescript into shorthand, then is given a certain period of time to transcribe his notes.

Information on the National Business Entrance Tests . . .

. . . which are sponsored by the National Office Management Association and the United Business Education Association, is available from the Joint Committee on Tests, 132 West Cheltenham Avenue, Philadelphia 44, Pennsylvania. You've written them, and their information folder says:

"The NBET cover office jobs requiring certain well-defined skills. The tests are production and not simply speed-spurt tests. They are designed to determine the presence or lack of presence of skill-ability on the part of the student or position applicant in one or more of the five basic office jobs. The jobs cover stenography, typewriting, machine calculation, bookkeeping, and general office clerical work (including filing). In all cases, an attempt is made to simulate actual working conditions. Other tests, in specialized filing, voice transcription, etc., will be added as demand develops."

There are three series of the NBET, each with a different purpose:

- **General Testing and Screening Series** (recommended for school use).

These take about two hours each. The series is available to schools for general testing and to companies for employment screening.

- **Short Form Testing Series** (recommended for business use). These are each about one hour long, and are available to schools for general testing. Because of their short length and comprehensiveness, however, they are of special value to companies for use in employment screening.

- **Long Form Tests.** These tests are available solely to test sponsors and must be administered at National Business Entrance Test Centers. They take about two hours each.

Tests in the first two series may be ordered individually for 50 cents; sets of six tests (one each type) for \$2; and quantities of 25 tests (alike or assorted) for \$5.

If your budget is large enough, you've ordered a sufficient quantity to use in your advance classes. If not, you've squeezed out \$2 for the six examination copies, to get an idea of what the tests are like.

The tests cover jobs requiring well-

defined skills. For example, the two-hour stenography test has about thirty-five minutes of dictation covering letters of various types and lengths. The typewriting test covers letter setup, typing on lines, copying form letters, and tabulation from partly unorganized data.

Tests like these are not easy. Both you and your students may become discouraged the first time you attempt them. But they are a good means for proving what's good or bad about your students' performance. Take a deep breath and work a bit harder in those weak areas for the remainder of the school term.

The main point to emphasize on all these tests, however, is the ability to *read and follow directions exactly*. Stress this three-part routine: first, get an over-all idea of what is to be done; second, check off the steps to be followed; and third, check again to see that no steps have been omitted.

If you have imbued your students with these ideas, Miss Business Education Teacher, take a bow. They will be quite ready for work in June.

ends. The third, an acceleration drill, is easy once you note that only one letter changes from one word to the next word.

Drills will be much easier for the class, and therefore quicker, if you direct their attention to the pattern of each drill they type. This makes it possible to—

5. Beat the Schedule

Authors of modern textbooks nearly always give a minute-by-minute schedule for the lessons in their books. Make it a game to "beat the schedule."

It is not hard to do. Most authors test their lessons closely, then reschedule them generously.

Knowing that most class periods are for 45 or 50 minutes but are subject to many interruptions, authors usually develop a 30-minute lesson; tag it for 40 minutes; then they tack on an extra activity ("extra-credit assignment," "overtime job," "bonus," etc.) to provide worthy fill-out-the-period work. The "extras" are not essential; they are expansion joints.

One way to beat the schedule is—

6. Repeat Only the Good

Many typing activities, difficult when first presented, are easy later on. So, when a class has trouble with a particular drill or exercise, skip along to the next activity, returning to the hard one at some later time—at the end of the period, or the next day, or the next week.

If you make a point of repeating immediately only those activities that are extraordinarily successful, students will profit from repetitions much more and lose less time. Suggestion: Make a daily procedure of repeating whatever one activity the class does most successfully; watch how morale soars. This is particularly good if you—

7. Call the Minutes

In any extended typing activity, be it a timed writing or a production exercise, your calling the minutes will prove a real expediter. Concentrating on their work, students lose all sense of time; the reminder of how inexorably it is passing will galvanize most students to quicker action, fuller effort.

This is particularly true when taking and when proofreading any timed effort. Calling minutes reduces many of the end-of-the-timing errors caused

Time	1-Min	2-Min	3-Min
Signal	Efforts	Efforts	Effort
"Go!"	Starts	Starts	Starts
"One!"	Stops	Goes on	Goes on
"Two!"	Starts	Stops	Goes on
"Three!"	Stops	Starts	Goes on
"Four!"	Starts	Goes on	Goes on
"Time!"	Stops	Stops	Stops

PATTERN for 3-in-1 timings

by students' uneasy feeling that time is almost up. And, calling the minutes (or, better, the half-minutes) during proofreading will prevent skimping by reassuring students that they have time for careful scrutiny of the work that they have completed.

Calling minutes makes possible—

8. Three-in-One Timings

Short timings of 1 or 2 minutes are fine for students building more speed but not the best for students who are striving for control. Timings of 5 minutes are fine for students who need gain in control but are not best for students needing speed.

Knowing this, many teachers give timings of both lengths in the same class period. To save time: give only 5-minute writings, but call the minutes so that students may take writings suitable to their needs. It works out as shown in the box above.

In the "dead," nonwriting minutes, naturally the students review their work and practice any words with which they had difficulty.

Such diversified activity is not easy unless you—

9. Standardize Routines

Variety is good; but variety involves explanations and, therefore,

PERIOD ONE	LINE	PERIOD TWO
	500	
	465	
	433	
	400	
	365	
	333	
	300	
	265	
	233	
	200	
	165	
	133	
	100	
	65	
	33	

CONTEST on rhythm-drill lines; first team to hit 500 gets cakes

time. If you standardize training routines, time is saved.

For example, making it standard practice for students to type as many lines of Expert Rhythm Drill—

a; sldkfjghfjdksla; sldkfj...etc.

—as they can before the bell rings at the start of the class (and keep scores, by teams, on the number of lines completed) will do much to get the class started and every student ready for the first group activity.

Other examples of timesaving standardized routines:

- Using double spacing for all timed writings longer than 1 minute.

- Using the same starting signal for all timed writings. Recommended: "Three . . . two . . . one . . . Go!"

- Prefixing all identical activities with identical words. Example: "What is the purpose of this drill, class? Right. What is its pattern? Right. Ready to type. . ."

- Collecting or distributing materials always in the same way and at the same point in the period.

- Polling scores always in the same way. Recommended: Start low and build up—low enough to get every student's hand up, and high enough to reach even the highest score. Thus: "How many wrote 25 or more words a minute? . . . good . . . 30 or more? . . . good . . . 35 . . . fine . . . 40 . . . fine! . . . anyone make 50? . . . you did? . . . wonderful!"

Another standardization is—

10. Record Only the Good

The teacher's time (or that of his student secretary) in recording paper work is reduced considerably if only good work is recorded. Record only the *best* timed writing of the week for each student and only the work that is completed acceptably. Some teachers clutter up their record books and lose time keeping records of things *not* done or of *poor* timed-writing scores that are superseded by the time they are recorded.

An application of this—

11. Chart the Group

Every student likes to know how his timed writings compare with those of his classmates; so, many teachers post and maintain elaborate records to show the progress of each individual in the class—a matter of embarrassment to every poor student and of conceit to

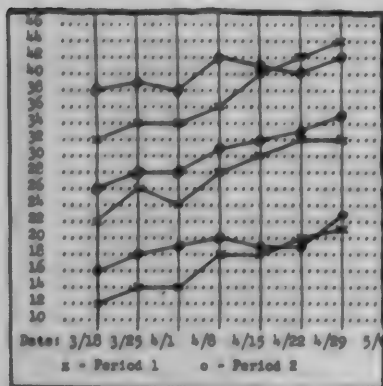


CHART of highest, middle, and lowest speed of group—not individual scores

superior students. Suggestion: Don't.

All the affirmative purposes of keeping a public progress record (and none of the negative aspects) can be served by a simple, quick-to-prepare graph or chart that shows the highest, lowest, and middle score of the class each week. (The *middle* score is easier and quicker to find than is the *average*, and nine times out of ten it is the average score.)

Speaking of records, try this—

12. Grade by Sampling

Every simplification of grading that can save time is worth trying. One plan, suitable for classes where a normal-curve distribution of grades is expected (as in typical high school classes), reduces grading time to a minimum. It consists of giving a weekly "quiz," to be considered a temporary indication of class standing; and a comprehensive final test on which report-card grades are based.

A "quiz" consists of two timed writings, the better of which is scored on the number of correct lines typed, the score converted to a grade by the short-cut method described here [page 22] last month. The two writings need not be long—just 3, 4, or 5 minutes each, long enough to give a spread to students' scores. The copy may be *any* kind of material—drills, a letter, a table, straight copy—and should vary; but if material must be arranged as part of the test, bonus points should be appended by the teacher for work that is well arranged. Two attempts? So that the student, assured of having another chance, will do well on his first attempt and, having done well once, will do better on the second.

The report-card-grade test, which takes 2 or 3 periods, should consist of a "quiz" on *each* kind of material that has been included in the report-card period's work—on a letter, a table, a manuscript, a form, a straight-copy test, etc.

It is not necessary that any work be completed in a quiz or test; the sole purpose is to obtain, with a minimum of paper work, a spread of scores that can be easily converted into normal-curve grades.

The plan is not adequate in the final stages, when production work must be evaluated closely; but it serves admirably for the first two-thirds of each semester.

A timesaver for constant use:

13. Use One Center

If you have a mixture of pica and elite machines, much time is lost if each centering problem (computing margins, centering a line or table, etc.) must be solved and verified twice. So, it is wise to have all students adjust the paper-edge guide so that all may use the same centering point—50, if most machines are elite; 45, if most are pica.

If you do use one centering point, then you can—

14. Call Out, "Check!"

Teach the students that the word "Check!" is a signal for them to look at the line scale and to sing out instantly the number they see at the printing point. For example, if you've just had the class center a word, "Check, class!" you say.

"Forty-five," most students call.

Any student not at 45 can then get to it and proceed from there.

The device is very helpful in any kind of group practice in which you wish to verify, before going on with the next step of presentation, that all students have their carriages at the same point—at the center, at the point of indentation, at the point for setting a tab stop, etc.

15. And Preview Plenty

Students work better when they see what their practice is leading up to. So, suggestion: Every Monday, look ahead at the whole week's work. Gives perspective, adds pressure.

And, make a point also of showing

students any test or examination that they will take a week or two later—there should be no mystery about it. This, too, adds pressure to get more done—right away!

Miscellaneous Others

- See to what extent you can eliminate the pencil from the typing room. Suggestion: As a starter, have students compute, proofread, and record their long timings *outside of class*. Before leaving the room, they need to note only the total words typed.

- See also, to what extent you can cut down explanations and discussion. Most books "spoon feed" new things, so that explanations may be kept to a minimum. Have typing, not talking.

- Put posters in the front of your room to illustrate each of the major letter, manuscript, and table styles; then answer questions by pointing instead of talking.

- If you've been having students analyze their typing errors and have been having them make an error chart like this—

Hit:	a	b	c	d	e	f	g	h	i	j	k
a for										/	
b for											
c for											
d for											
e for											
f for											
g for											
h for											
i for											
j for											
k for											
l for											

ANALYZING errors may not be wise

—try skipping this activity for two or three weeks; see whether it makes any difference. There is just about as much research evidence to indicate that errors are random, are chance, and so not worthy of the time that analysis takes, as there is evidence that analysis is worth while.

- If a small class meets in a big room, don't let students scatter; keep them together, up front near the blackboard. This saves your voice, expedites distribution of supplies, makes demonstrations easier.

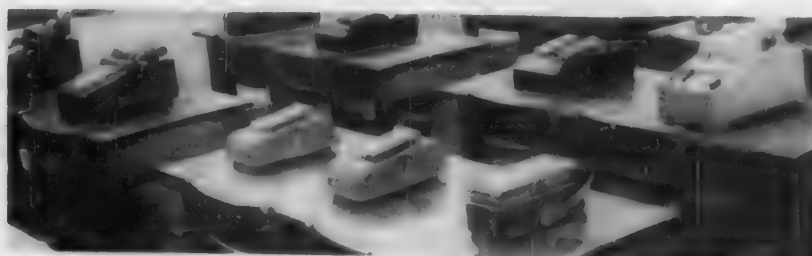
- Reserve games and other special-

(Continued on page 36)

**If you teach in a
small high school . . .**



HOW MANY of these office machines



DO YOU USE?

LAWRENCE W. STEIN

Union Free High School, Wilmot, Wisconsin

BUSINESS FUNCTIONS have been changing rapidly in the past twenty years, but not commercial-course offerings in our small high schools.

To train skilled business help today, the small high school must give its students up-to-date knowledge of the latest business machines. More and more of these time- and money-saving machines are being introduced each year, but small schools have fallen so far behind the trend that an earnest effort is necessary to modernize our commercial curriculum.

In 1950 the commercial department of our school was equipped with these machines:

- 17 Manual Typewriters
 - 1 Mimeograph
 - 1 Spirit Duplicator
 - 1 Adding Machine (manual)

Our first step in expanding the department was to acquaint our teachers with the advantages of machine training. To awaken the public, we then held a demonstration of office machines at a P. T. A. meeting.

As a result of this program, two key-driven calculators were purchased in 1951 and integrated into an office-practice class. Through conferences with the principal, Mr. Schnurr, a plan for acquiring further machines was inaugurated. The board of education approved also an annual ex-

penditure of approximately \$550.

In 1952 one rotary calculator was purchased; and, for the first time the office-machines course was scheduled. Interest developed, and the following year our budget was supplemented by funds from the commercial club and other school activities. Three years later our department can now boast the following machines:

- 19 Manual Typewriters
 - 1 A. B. Dick Mimeograph (elec)
 - 1 Mimeoscope and Stand
 - 1 Standard Fluid Duplicator
- 5 Comptometers, key-driven calculators (8-column)
- 2 Burroughs, key-driven calculators (5-column)
- 2 Adding Machines (manual)
 - 1 Underwood 10-key Adding Machine (electric)
- 1 Friden Rotary Calculator
- 1 National Desk Posting Machine (electric)
- 1 #400 Addressograph Machine
- 1 Underwood Typewriter (elec)
- 1 IBM Typewriter (electric)
- 1 Check Protector
- 1 Time-Master Dictaphone

The enrollment at Wilmot High School is 200 students. Last year 30 per cent of our commercial graduates received positions through the school before the completion of the school year. With their well-rounded training on business machines, our former

graduates have proved to employers that they are efficient office help.

Commercial teachers would do well to keep in contact with former students. It was through this means that the necessity of a course in business machines was impressed on us.

We learned that, while in large cities a well-planned commercial training program has been carried out in vocational schools, this has not been true of the average small high school. In our case, the result was that our graduates were entering the business world handicapped. Their lack of knowledge caused them to accept jobs that did not challenge them. When a position was obtained, further training was necessary.

An office machines course is now being offered in our night-school adult-education program. With each year of adult night school, more and more people are becoming aware of our training program. This is one of the best public-relations programs that a school can carry out.

Keep Pace with Business

Improving our small high school business courses is a never-ending task. Today our primary objective is to catch up with the business world that we are trying to serve. First, however, we must awake our teachers and local officials to the practicality of office-machine training.



SHE GOT THE JOB

SCENE 1

End of School Day

K. P. SMITH (to neatly dress, bright-faced girl setting herself at his desk): Miss Ready, I've just received a telephone call from the Kearny Manufacturing Company, requesting me to send an applicant for a secretarial position in their main office. I've chosen you to go for the interview because you most nearly meet their qualifications.

HELEN READY: Thank you, Mr. Smith. I appreciate the opportunity. Did they mention any particular time?

MR. S.: No, they didn't; but their office hours are from nine to five.

HELEN: Then it would be best for me to get there about ten o'clock tomorrow morning, wouldn't it?

MR. S.: I see you're aware of the best time to report for an interview. Very good. In case you should need it, here's a card of introduction to Mr. Robertson, who's in charge of all personnel. He'll be expecting you—I told him I'd have someone there in the morning. Good luck!

HELEN: Thank you. Good-by, Mr. Smith. (To herself) I think I'll go to the Chamber of Commerce for information on what the Kearny Manufacturing Company makes. It might help me during my interview. Personnel men know you're really interested in working for the company when you look up information in advance.

SCENE 2

At Home

HELEN: Oh, Mother! I'm going to the Kearny Manufacturing Company for an interview tomorrow morning. Do you happen to know anyone who works for them? I might be able to use him as one of my references.

MRS. READY: No, Helen, I'm sorry; but I don't believe I do. Would you like me to press your print dress for you?

TWO SKITS: HOW ONE STUDENT PREPARED FOR AN



SHE DIDN'T GET THE JOB

SCENE 1

End of School Day

K. P. SMITH (looking up from his desk as student appears in doorway and motioning her to be seated): Miss Wataminet, I asked you to come in because Mr. Robertson of the Kearny Manufacturing Company just phoned and asked me to send one of our June graduates in for an interview at ten o'clock tomorrow morning. There's a position open in the company's main office. I'd like you to apply. I hope you'll follow the instructions and advice you've received about proper interview procedures. Good luck:

MARY WATAMINET: Thanks loads. You can count on me. (To herself as she walks out) I'm going to drop over to the Snack Shack and have a soda and yak awhile. That's a good way to keep from getting nervous and excited when a big event is coming off.

MR. SMITH (to himself): I only wish Mary would wake up and realize that holding a job depends on attitudes, character, and usable skills, not on "putting it over."

HELEN: No, thanks, Mother. Judging by what we've been told in class, I think my navy blue suit and my blue hat and clean white gloves would be best. If I limit my jewelry to my watch and my ruby ring, and make sure my fingernails are well manicured, I'll feel well groomed—that is, if I get a good night's sleep.

The brochure about Kearny was really interesting; and I've checked, once more, the important points in the interview pamphlet Mr. Smith gave us. You know, Mother, I feel confident that I'll get the job. Mr. Smith always told us that, if we developed our skills to an above-average rate and prepared for a successful interview, we would take it in our stride. I think he's right.

MOTHER: Well, Helen, you've certainly thought it through very carefully.

HELEN: I'm glad you think so, too, Mother. Now to sleep! Good night.

SCENE 3

At the Office

HELEN (to herself, as she enters): It's ten to ten, and I'm right on time.

MISS EFFICIENCY: Good morning. May I help you?

HELEN: Good morning. I'm Helen Ready, from Kearny High School. Our principal, Mr. Smith, made an appointment for me with Mr. Robertson for ten o'clock, regarding a position.

MISS E.: Yes, Mr. Robertson is expecting you. It's a good thing you're on time—an unexpected meeting of the Board of Directors has been called for ten-thirty. I'll tell him you're here. (Calls on interoffice phone.) He'll see you immediately. The first door on the right, please.

HELEN: Thank you.

(Entering Mr. Robertson's office, Helen finds him busy checking a column of figures. She stands erect and alert, but gives no indication of noticing what he is doing. He looks up.)

MR. ROBERTSON: Good morning, Miss Ready.

HELEN: Good morning, Mr. Robertson.

MR. R.: Won't you sit down, please?

HELEN: Thank you.

MR. R.: This is certainly a beautiful morning. Makes me wish I could be out on the links playing golf.

HELEN: It really is good golfing weather.

MR. R.: I read that Kearny High School's baseball team is entered in the Greater Newark Baseball Tournament. Are you a loyal rooter?

HELEN: Yes; I like all the high school sports, especially baseball. Our school paper says we have a good chance to win the tournament.

MR. R.: That's fine. Since I'll have to be at a meeting promptly at ten-thirty, we'd better go right to a discussion of your application. Could you give me briefly your educational background as far as your high school training is concerned?

HELEN: This is my fourth year at Kearny High School. I've been taking the commercial course, majoring in secretarial training. I've had the usual academic subjects—English, history, science, and Spanish. My vocational training has included business arithmetic.

(Continued on page 32)

LAWRENCE A. JENKINS with DOLORES MILLER

Kearny High School, Kearny, New Jersey

SCENE 2

At Home

MARY: Mom, Mr. Smith has asked me to go on an interview to the Kearny Manufacturing Company tomorrow morning. At last I'll have a chance to show off my training and personality!

MRS. WATAMINET: Do you want me to help you get any of your clothes ready?

MARY: Oh, Mom, I have all night to do that. I'm going to relax.

SCENE 3

In Her Room

MARY: Oh, I'm so excited about going on my interview that I don't know what to do! Most men fall for those rolling eyes and classy looks. I'll wear my Marilyn Monroe sweater—that should send 'em. I'd better get out the danglers with the arrows on the end, and my bracelet combination, and rings. I think men like to see a lot of jewelry on their employees. They enjoy those tinkling sounds—they get tired of hearing the rat-a-tat-tat of the typewriter all the time.

SCENE 4

At the Office

MARY (to herself, as she enters): Well, I'm all set for that Mr. Whathisname. Nobody else will have a chance for that job after I'm interviewed. I better check to see I got everything—my spike heels, my Tabu perfume. Oh, man! My appointment's for ten, and it's ten-fifteen now. Oh, well, when he sees this slinky walk I've been practicing, he'll forget I'm late. (She approaches receptionist.) Hey, can you let me in to see Mr.—uh—uh—Robertson? I have an appointment with him about a job.

MISS EFFICIENCY: You'll have to wait for quite a while now, Miss Watamint. Mr. Robertson is very busy. Your appointment was for ten o'clock!

MARY: Yeah—O.K., just call me when he's ready to see me. (Reads comic magazine she has brought with her, and gradually slouches down in chair. Time passes.)

MISS E.: Mr. Robertson will see you now, Miss Watamint.

MARY: Thanks, kid. (Goes into office, holding comic magazine.) Hi! What are you reading—confidential stuff?

MR. ROBERTSON: Won't you have a seat, Miss Watamint? It's certainly a beautiful day. Sorta gives me the golfing fever, but—

MARY: I'll bet you play hookey, too, every once in a while, and sneak out to the golf course. Guess we come from the same family tree.

MR. R.: I see the Kearny baseball team has entered the Greater Newark Baseball Tournament. Are you interested in your school teams?

MARY: Nah, I don't follow the baseball team—my boy friend plays football.

MR. R.: I understand you'll be graduated in June. Can you give me a bit of your high school background?

MARY: Sure, anything you wanta know. I've had everything—the works.

MR. R.: What was your scholastic standing in your class?

(Continued on page 34)

IS A REMEDIAL TYPING COURSE WORTH WHILE?

CAN WE SALVAGE our problem typing students—particularly those who try earnestly to do well but just can't make the skill grade? And is it worth while to offer special training for students who need only to perfect some one aspect of their work?

Let us consider what a special course—a "techniques" course or a "remedial" course—can do for your typewriting program. The only students who are admitted are those who can be expected to profit in specific ways from this special help. I have found that a course of this kind is not difficult to set up and that we salvage both time and students.

To illustrate this plan, I am presenting here a detailed description of just such a course, with case studies to bring out the more pertinent remedial aspects of an average typewriting class. Perhaps they will help you.

During last year's spring term, we offered an elective, two-credit course in Remedial Typewriting at Oregon State College. Any student, regardless of major department, was eligible to enroll, so long as she was not writing above 55 net words a minute on five-minute writings.

Composition of the Group

Thirty-six students (representing six major departments) enrolled in the class, and a number were turned away. We found that the average typist in this group had had 338 classroom hours of instruction *before* entering the remedial class. (The smallest number of hours was 150, and the greatest was 540.) In spite of the impressive number of hours of instruction, the students' average starting basic rate was only 47 words a minute.

The classroom was equipped with 29 manual and 7 electric typewriters. An overhead projector and flashmeter were available for tachistoscopic teaching procedures.

This course was designed primarily to meet the needs of the students who were not satisfied with the progress they had made in typewriting, and were determined to do something about it. In line with this aim, teaching procedures were designed to make students aware that I had confidence in their ability to improve, and fully expected them to do so.

Teaching Procedures

These are the teaching procedures I used in the remedial typewriting course (text materials consisted of the two drill books and supplementary materials of various types):

WARMUP: Assignments were made every week or ten days, and emphasized some specific skill-development phase. I kept a record of lines turned in, allowing bonus provisions for those doing extra drilling.

TIMINGS: I used short timings every day, and five-minute writings about three times a week. A constant goal of not more than one error a minute of typing prevailed.

SUPERVISION: I continually made use of individual supervision, diagnosis, and prescription for possible cure. Students welcomed the "snooping"; in fact, they resented being ignored for too long. I kept a diary-type record on each student, listing all pertinent facts in the notebook.

GRADING: I employed every possible means to let students know that

they would be evaluated on the basis of improvement rather than any pre-set standards of performance.

DRILLING: I used speed, accuracy, control, and technique drills of every type. Students knew what was being emphasized, and worked to reach each specific goal.

MOTIVATION: The greatest need was for a relaxed feeling at the machine, with a resulting "I love to type" attitude. We held frequent individual and group competitions. Show-of-hands techniques, posting top improvement scores, campaigns of praise and encouragement—all were vital to this self-confidence program.

VISUAL AIDS: I used tachistoscopic training three times a week, on the average. Words, phrases, digits, and specialty forms made up the program. We had many blackboard, bulletin board, and demonstration programs. Results added proof to the already accepted fact that retarded learners benefit greatly from visual programs.

ELECTRICS: Class size, and the number of days in the term, made it necessary to limit each student to seven periods on an electric. Those transferring back to manuals helped orient new groups. On switching days, I avoided any form of evaluative activity, providing a period for acquaintance with the machine instead.

Case Histories

In order to provide readers with specific remedial information that may be helpful in their own classes, I have singled out several students for attention. (Names have been changed to avoid embarrassment.)

CASE

MARY was quite erratic, typed light and dark letters, had very poor posture and operating techniques.

SALLY wrote with metronomic rhythm, at a rate of about 45, with fine accuracy. Attempts to get her to use pattern stroking met with resistance; she was satisfied with her work. However, when friends started to pass her, she pulled up to 53.

JANE was completely frustrated about her typing ability and continually wore a pained expression. Also, she leaned so far to the left that she was labeled "The Leaning Tower of Pisa." She stroked between 60 and 65, but could never get her errors below five on a timing.

During an early flash session, **ALICE** used both thumbs to space, just as one shifts on the manual.

RAY was a prime example of how not to operate a typewriter. His elbows were in "wing" position, and both wrists sagged. His first twelve timings contained over ten errors each.

SUE was the most inaccurate student in the class; it was not uncommon for her to make three errors a minute. This was not due to lack of effort—she was one of the hardest workers in the class.

REMEDY

The use of a rubber band and a card under each wrist made it possible to reduce the excess wrist action, as well as the humping of the right wrist.

Sally was placed in the first group on the electrics, and took to them immediately. The combination of tachistoscopic work and electric typewriter did wonders for her, and she became the "pacer" for the class in all flash sessions.

In addition to constant reminders about position, Jane needed just as constant praise and encouragement. She fought the electric all the time, and was on the verge of tears much of the time.

A rubber band was used to restrain her left thumb; but, when it was removed, the old habit came back. However, after only two periods on the electric, it left for good.

He wore his coat over his arms and cards on his wrists, and he welcomed suggestions. A program of controlled stroking was also used to build confidence and relaxation.

Tachistoscopic training revealed that, no matter where she sat, she missed many exposures. A study of several timings showed an increase in errors near the end of the timing. She consulted an eye specialist.

RESULT

Basic starting rate of 45 was raised to 55, with a consistent two or three errors per timing. (She typed all summer, and her employer wrote a letter of praise for her typing efficiency.)

She attained a final rate of 64, with one or two errors, and was one of the most skillful operators at the end of the term.

Just before the end of the term, she began to gain confidence, which was reflected in her accurate typing. She became the most enthusiastic member of the class, and stopped daily to tell about that day's performance. She wrote several 65-word timings with no errors.

Alice increased her gross speed over ten words a minute immediately, and her last two timings were 65 net, with three errors.

Ray never raised his gross rate above 50, but his last seven timings had fewer than five mistakes.

Sue reported back with the news that she needed bifocals. When she became used to her glasses, she began to improve her accuracy, and her last six timings had less than one error a minute.

Summary and Conclusions

Some of the significant outcomes of the one-term remedial course:

- The final class average, based on the average of the three best timings, was 56, or a 9 net wam increase in ten weeks.

NET WORDS A MINUTE WITH FIVE ERRORS OR LESS

Rates between	Number starting	Number ending
35-40	2	0
40-44	12	3
45-49	6	2
50-54	16	12
55-59		8
60-64		7
65-69		3
70-74		1

- For students classified as average or below after considerable training, seven hours is not enough time on the electric. Two weeks should be the minimum time. Only three students showed improvement on the electric, but all improved greatly after transfer (evidence that training on electrics makes for better manual operators).

Unsigned student comments listed these values for the course (in order of frequency):

- Improved techniques
- Relaxation and confidence
- Emphasis on numbers
- Tachistoscopic training
- Practice on electrics
- Improved concentration

- Looking at the instructional side of the picture, this class required tremendous teacher effort, but left me with a greater sense of personal pride and satisfaction than any other typing class in my many years of teaching. The class worked as hard as I did, and showed its appreciation of what I was trying to accomplish in this special course.

- Let's not become so concerned about records and busy-work assignments that we forget to study our students. We are all too likely to judge our successes, and to inflate our egos, by the satisfying accomplishments of the top students, and to ignore completely those who seem to be hopeless (?) misfits.

Test 9 on Elementary Bookkeeping Theory

HARRY HUFFMAN, Virginia Polytechnic Institute

THIS TEST, the ninth in our special new bookkeeping series, covers bookkeeping entries for depreciation, bad debts, accrued income, accrued expenses, deferred income, and deferred expenses. It may be administered near the end of May to any bookkeeping class, and is independent of any textbook. The correct answer to each question is given in *italic type*. There are 50 objective questions, which may be scored either by the point system (2 points for each correct answer) or by normal-curve distribution.

SECTION 1

Read each statement, then circle the word *True* or *False*.

1. By deferred expenses we mean goods and services that we will consume later but have already paid for. *True False*
2. By accrued expenses we mean goods and services that we have used but have neither paid for nor received an invoice for. *True False*
3. By deferred income we mean money received for goods or services that we will deliver in the future. *True False*
4. By accrued expenses we mean money that we have not received for goods that another business has delivered to us or for services that have been rendered for us. *True False*
5. Bookkeepers record all expenses that the business has incurred during the fiscal period so that their books tell a true story. *True False*
6. The profit and loss statement need not show all the expenses that have occurred during a fiscal period. *True False*
7. Businesses that have a large number of credit customers often have to assume that some will not pay their bills. *True False*
8. We use the account, Reserve for Bad Debts, to record the amounts that customers will not or can not pay. *True False*
9. The Reserve for Bad Debts account is an asset valuation account. *True False*
10. When a customer fails to pay his debts over a long period of time, we debit Reserve for Bad Debts. *True False*
11. Bookkeepers estimate each fiscal period the amount of depreciation on delivery equipment. *True False*
12. We debit Reserve for Depreciation of Equipment for the amount of the depreciation each fiscal period. *True False*
13. The Reserve for Depreciation account usually has a credit balance. *True False*
14. Equipment that wears out and becomes out-of-date over a period of time is said to be depreciating. *True False*

IF YOU HAVE a successful test you are willing to share, send it to us, and we will send you \$10 if it is accepted for publication. It must be on one topic, be usable with any textbook, and permission to duplicate must be given. Be sure to enclose the correct answers.

15. In order to calculate the amount of depreciation, we need not know the original cost of a piece of equipment or the number of years it will be used. *True False*
16. The balance of the Salaries Payable* account is usually a credit. *True False*
17. The Salaries Payable* account is listed on the balance sheet as an asset. *True False*
18. Interest earned by a business, yet not received, is accrued interest income. *True False*
19. We do not consider prepaid insurance as an operating expense until it has expired. *True False*
20. A reversing entry is exactly the same as an adjusting entry. *True False*

SECTION 2

Study each statement and select the lettered phrase that the statement best explains.

- (A) Accrued expense. (B) Accrued income. (C) Bad debts. (D) Deferred expense. (E) Deferred income. (F) Depreciation. (G) Interest receivable.* (H) Interest payable.* (I) Reserve for bad debts. (J) Reserve for depreciation. (K) Reversing entry.
21. An entry made at the beginning of the month so that the expense and income accounts will show the actual expense and income for the current fiscal period. *K*
 22. Expenses incurred during a fiscal period that remain unpaid at the end of the period. *A*
 23. Estimated depreciation of a fixed asset over a period of time. *J*
 24. Income earned during a fiscal period that has not actually been received during the fiscal period. *B*
 25. Amounts set aside from earnings against possible losses from uncollectible debts. *I*
 26. Losses caused by the failure of customers to pay what they owe. *C*
 27. An asset of amounts to be collected as interest. *G*
 28. Expenses paid in advance. *D*
 29. Decreases in the value of a fixed asset on account of wear and tear and age. *F*
 30. Income received in advance. *E*

SECTION 3

Determine the debits and credits for these transactions by writing the letter of each account in the appropriate column.

(A) Bad debts expense. (B) Depreciation expense. (C) Insurance expense. (D) Interest expense. (E) Interest income. (F) Interest payable.* (G) Interest receivable.* (H) Prepaid insurance. (I) Reserve for bad debts. (J) Reserve for depreciation of equipment. (K) Salary expense. (L) Salaries payable.* (M) Supplies. (N) Supplies expense.

	DEBIT	CREDIT
31-32. To adjust the Supplies account so that the amount we have used is an expense.	N	M
33-34. To record our estimated amount of debts for which we may never receive payment.	A	I
35-36. To adjust the insurance account so that the amount of expired insurance is an expense.	C	H
37-38. To record the depreciation of equipment.	B	J
39-40. To record expenses due to interest that we have not yet paid.	D	F
41-42. To record salaries that our employees have earned but that we have not yet paid.	K	L
43-44. To record income we have earned on a note receivable but that we have not yet received.	G	E
45-46. To cancel the Interest Payable account at the beginning of a fiscal period so that we can determine our interest expense.	F	D
47-48. To cancel the Salaries Payable account at the beginning of a fiscal period so that we can determine our total salary expense.	L	K
49-50. To cancel the Interest Receivable account at the beginning of a fiscal period so that we can determine our total income from interest.	E	G

* The following terms are interchangeable. Teachers should refer to the text that they are using.

Interest receivable or Accrued interest income
Interest payable or Accrued interest expense
Salaries payable or Accrued salary expense

Spelling Test for Insurance Unit

LYOYD D. NELSON, Savanna (Illinois) Community High School

IT IS OFTEN AMUSING to check spelling tests. The teacher dictates the words *rhyme*, *scheme*, and *zinc*. But what appears on the students' papers is *time*, *keen*, and *sink*. Are these really hearing errors, or are students trying to rhyme words that they know how to spell? Spelling skill is important. The part that is overlooked, however, is the skill in using the spelling word properly. *Because a student knows how to spell a word does not mean he has made that word a part of this vocabulary.* Here is a combination vocabulary-spelling test that a teacher can use for the Insurance Unit of a General Business class.

Read each statement carefully. You are to decide what word is wanted and write it in the blank provided. Spell the word correctly. The first part of the answer is given to help you. Correct answers are italicized in the right-hand column.

- | | |
|--|-------------------------------|
| 1. A feeling of safety is called sec_____ | <i>security</i> |
| 2. Anything that a person owns is called his p_____ | <i>property</i> |
| 3. A payment made on an insurance contract for protection against loss is called a p_____ | <i>premium</i> |
| 4. A person who has a contract with an insurance company is called a p_____ | <i>policyholder</i> |
| 5. A person who is walking is called a p_____ | <i>pedestrian</i> |
| 6. A listing of the contents of a house is called an i_____ | <i>inventory</i> |
| 7. "Dangerous" means the same as haz_____ | <i>hazardous</i> |
| 8. Speeding is a common example of a traffic v_____ | <i>violation</i> |
| 9. The practice of preserving natural resources and human life through care is called c_____ | <i>conservation</i> |
| 10. A written contract with an insurance company is a p_____ | <i>policy</i> |
| 11. A violent crash involving two or more cars is called a c_____ | <i>collision</i> |
| 12. Automobile insurance that includes protection against fire, theft, flood, hail, glass breakage, etc., is called com_____ | <i>compensation</i> |
| 13. A plan requiring property owners to buy coverage equal to 80 per cent of the value of their property is called c_____ | <i>coinsurance</i> |
| 14. An insurance policy is made payable to the b_____ | <i>beneficiary</i> |
| 15. A word meaning "pertaining to business conditions" is eco_____ | <i>economic</i> |
| 16. Laws are actually rules and r_____ | <i>regulations</i> |
| 17. A person who does not take chances acts with pre_____ | <i>precaution</i> |
| 18. Chairs, desks, and tables are examples of f_____ | <i>furniture</i> |
| 19. The two per cent of earnings up to \$4,200, deducted from employee earnings for Social Security, is called an a_____ | <i>assessment</i> |
| 20. A person who seeks a job is seeking em_____ | <i>employment</i> |
| 21. Life insurance on which you pay as long as you live is called ordinary or s_____ | <i>straight life</i> |
| 22. The type of insurance contract best for saving is en_____ | <i>endowment</i> |
| 23. Relatives outliving a person who has died are his sur_____ | <i>survivors</i> |
| 24. The phrase in a contract that means payment will be doubled in case of violent death by external means is d_____ | <i>double</i> |
| 25. Money that is taken out of a person's salary before he gets it is called a de_____ | <i>deduction</i> |
| 26. When property is pledged as security for a debt, the contract is called a m_____ | <i>mortgage</i> |
| 27. Something expected to last forever is said to be p_____ | <i>permanent</i> |
| 28. A form that a person fills out when he wants to buy insurance is called an a_____ | <i>application</i> |
| 29. A life-protection contract that is paid up in a specific number of years is called a l_____ p_____ | <i>limited payment policy</i> |
| 30. If a person does not keep up the payments on his life-protection contract, his contract is said to l_____ | <i>lapse</i> |
| 31. Machines used in homes—washers, refrigerators, stoves, etc.—are called a_____ | <i>appliances</i> |
| 32. An institution where sick or injured people are treated and cared for is called a h_____ | <i>hospital</i> |
| 33. Another word for "obligation" or "duty" is res_____ | <i>responsibility</i> |
| 34. A word meaning "the largest possible amount" is m_____ | <i>maximum</i> |
| 35. The actual worth of a life-protection contract can be measured by its c_____ s_____ v_____ | <i>cash surrender value</i> |
| 36. The interest payments made by insurance companies to contract holders are called d_____ | <i>dividends</i> |
| 37. When a contract for protection has been allowed to expire, it may be brought back in force or re_____ | <i>reinstated</i> |
| 38. The "features" of an insurance contract are called p_____ | <i>provisions</i> |
| 39. When a person injures himself, he has an a_____ | <i>accident</i> |
| 40. The date that something becomes due, or of age, is called the date of m_____ | <i>maturity</i> |

Checking Can Be Overdone

(Continued from page 18)

checking of papers helps to foster this impression. If the student checks his own paper, he soon gets the feeling that he is doing the work for himself. He comes to look on his practice work as an opportunity to learn—feels that he is working for his own betterment and not for his teacher. He puts thought into his practice, and the thought is not just that he has a certain number of pages to do.

In placing the responsibility for checking on the student, we must first teach him what is correct and what is incorrect. He must then be taught to recognize acceptable degrees of correctness and unacceptable degrees of incorrectness. The latter is the difficult task. A thing should not be incorrect because the teacher says it is, but because there are imperfections that the student can recognize.

"But how are we going to grade our students," Beverly asked, "if we don't check their papers?" First of all, I told her, homework is a poor basis for grading, whether it is checked by the teacher or by the student. How can the teacher know that the work was done by the student? Short tests are a much better basis for grading. Of course, some people are unable to do their best under pressure, but this can be overcome by administering the tests frequently. Knowing that his grade does not depend too much on one test, the student will not tighten up. We must not let our marking process interfere with learning.

A teacher cannot possibly do all the things that she should to improve instruction. It is a matter of selecting the most important things and giving major attention to them. Teachers must check some papers; but most teachers check too much, crowding out more valuable activity. The good teacher is confident that her teaching will bring results. The taskmaster teacher, who hopes to find as many errors as she expects, is seldom disappointed.

"Let your students check most of their work," I advised Beverly before she left. "You'll be a better teacher if you do—and you'll get more pleasure out of your teaching." I wish every teacher would remember this. It will give students a more satisfying experience. It will also leave the teacher more time to get acquainted with them—which is of far greater value than is getting acquainted with their homework.

She Got the Job

(Continued from page 27)

metic, typewriting, shorthand, secretarial practice, and office practice.

MR. R.: That adds up to good basic preparation for a business career. What is your scholastic standing in your class?

HELEN: At the end of last semester I was in the upper quarter of my class of two hundred and twenty-five.

MR. R.: Your instructor spoke very highly of you, and I'm beginning to understand why. What are your shorthand and typewriting speeds?

HELEN: I can take shorthand at about 120 words a minute, and transcribe my notes accurately at 25 words a minute. My typewriting speed just now is usually between 65 and 70 words a minute, with very few errors. You might like to see some of the achievement award cards I've received. (She shows them to him.) This card is my 120-word certificate in shorthand. That's on a five-minute test. And this one is for typing 67 words a minute for ten minutes. I made only two errors on that test!

MR. R.: You know, Miss Ready, I interview a great many people, but it's very seldom that any of them can show evidence to back up what they say about their skill abilities. I'm impressed with these awards of yours. Can you operate any of the common office machines other than the typewriter?

HELEN: Yes, I can, Mr. Robertson. I have a working knowledge of the different calculators, the reproduction machines, and the P. B. X. switchboard.

MR. R.: You've certainly been lucky to have the chance to learn about so many machines. I suppose you've had instruction in filing?

HELEN: In our Office Practice class we studied the common methods and rules of filing, then we applied our knowledge with practice sets. And we reviewed the principles again in our Secretarial Practice class.

MR. R.: I believe that gives me a good picture of your educational qualifications. Did you take part in any extracurricular school activities?

HELEN: Yes, I did. I belonged to the Y Teens, and I'm secretary of the

Honor Society. I've been a cheerleader, too—for two years.

MR. R.: Fine. It looks as though your classmates and teachers recognized and appreciated your qualities of leadership. We look for this in everybody we employ. We have a happy, co-operative group of employees, and I think it's because we insist on loyalty, not only to the company, but to each other. By the way, how was your school attendance record?

HELEN: It was almost perfect, and I've been tardy only twice in my four years.

MR. R.: I had the feeling it would be something like that. Here again, we insist on employing only those who realize that a business cannot run smoothly if there are any vacant chairs at the desks. Do you plan to marry in the near future?

HELEN (with a smile): I have no plans except for finding a good position and continuing my education by going to night school. I'm interested in getting a secretarial diploma.

MR. R.: Have you had any office experience?

HELEN: I haven't had any paid office experience, but I'm student secretary to the Dean of Girls for one period a day. And I've had part-time selling experience at Lader's Department Store in Newark.

MR. R.: As I said before, this position will require an accurate typist. There will be some dictation and transcription, too; and, periodically, some filing. If we like your work, there will be opportunities to advance into secretarial work. Miss Ready, what starting salary would you expect? I might say that you get two weeks' vacation for the first year's employment, and three weeks each year after that. Our office hours are from nine to five, Monday through Friday, with an hour for lunch. We have a hospitalization plan paid for entirely by the company.

HELEN: Frankly, Mr. Robertson, I haven't thought much about salary. Do you have a salary schedule?

MR. R.: We've followed an unwritten one, more or less, where employee services are satisfactory. Usually we give a two-dollar-a-week raise each six months until the maximum is reached. Would you consider starting for forty-five dollars a week?

HELEN: That's quite satisfactory.

MR. R.: Very well, I'll be glad to have you start work for us on the (checking his calendar) . . . the twentieth of June.

HELEN: Thank you, Mr. Robertson.

MR. R.: To complete our application information, we'll have to ask for references. Do you have any with you?

HELEN: Yes, sir. Here are the addresses of five people who have given me permission to use their names.

MR. R.: You're well prepared, Miss Ready, aren't you? No doubt you have your Social Security card and birth certificate? We require them, too.

HELEN: I have both with me. (She hands them to him.)

MR. R.: I'm sure you're going to be a real addition to our office force. I've enjoyed talking to you. (Helen stands.) If you will see Miss Efficiency sometime during the week before you're graduated, she'll tell you where to report for work and acquaint you with your duties.

HELEN: Mr. Robertson, I want to thank you for the nice things you've said, and I'll try to live up to your confidence in me. I'm sure I'll enjoy working for Kearny.

MR. R.: I'm sure of it, too. I'll see you on the twentieth of June, then, Good-by.

HELEN: That's right, on the nineteenth. Good-by. (She leaves Mr. Robertson's office, and goes into the anteroom.) Miss Efficiency, Mr. Robertson said I should report to you during the week of June twelfth, and that I'd start work on June twentieth. I'm so pleased!

MISS E.: I'm glad to hear that Mr. Robertson has hired you. I know you'll find your work interesting. You'll like the working conditions here. Will you fill out an application blank, please, before you go?

HELEN: Certainly. (Fills in the blank very carefully and attaches the personal data sheet that she had brought with her.) Here it is, Miss Efficiency.

MISS E.: Fine! And again, congratulations.

HELEN: Thank you. I'll come in during the week of June twelfth.

MISS E.: I'll expect you, then. Good-by, Miss Ready.

HELEN: Good-by, Miss Efficiency.
(Curtain)

"Mr. Moderator..."



A SHORTHAND CLASS RECORDS A TOWN MEETING

MR. MODERATOR, I move an amendment to the Article . . ."

It was the traditional Town Meeting Day in the community of Conway, deep in the heart of New Hampshire's White Mountains. Despite a recent foot-deep snowfall, the auditorium was crowded with the local voters. In that interested throng sat the second-year shorthand students of Kennett High School, with busy pens over notepads on their knees, recording the morning's proceedings.

Preparatory Steps

During the preceding week, the entire class had prepared for the event. We spent a few minutes each day previewing the words and terms that were most likely to be met. I wrote on the blackboard such words as Moderator, Budget Committee, appropriations, articles, Supervisor of the Checklist, and Precinct, and pointed to them quickly, at random, for rapid student recall. I encouraged students to read, outside of class, their parents' copy of the Town Report, and to familiarize themselves with the Articles to be presented for town vote. Lastly, we established a rotation system—one group of students would record the proceedings for a certain length of time; then, at the teacher's direction, another group would take over for the same length of time.

The whole idea of recording a town meeting was prompted by my desire for new dictation aside from that given

by the teacher. Our community, like so many others faced with a major school building project, could not afford the dictation tapes, records, and recorders that would have provided me with this material. Here, I felt sure, the students would get good practice on taking down unstilted, impromptu speech.

I had another reason for wanting to try the idea—to counteract the sag in interest that seems to hit all shorthand classes in late winter. The students, caught by the novelty, responded quickly. They read the Town Report as I had suggested, and discussions over certain of the Articles to be presented were soon breaking out before and after class. This enthusiasm continued even when the Town Meeting was a thing of the past. Many students transcribed their notes and brought them to the next class. Portions of these, dictated at varying speeds, brought chuckles as students recalled particular incidents.

Extra Dividends

Although the initial object of the trip to the Town Meeting was to obtain a new and different dictation experience, I soon saw that there had been other advantages:

- **Good public relations.** Our small group, which was seated on an aisle, soon became a center of attraction, as heads stretched to see the "odd" lines these young ladies were making. The comments flew: "Marvelous!" "Why,

how clever!" and, "Imagine, they're only high school students, too!" Good boosts for business education at Kennett High School!

- **Opportunity for students to "show off."** With the favorable comments and interest they were drawing, the students sat a little straighter and pens flew a little faster. If they flipped the notebook pages with a flourish not quite in accordance with Mr. Gregg's suggestions—no matter. For once, they were putting their shorthand skill to work, and people were praising them for it.

- **Confidence.** Perhaps we can chalk up our success in note taking to that slow Yankee drawl of the New Hampshire native; whatever the reason, most of the class got down a considerable amount of accurate and coherent notes. Those who had doubts about their ability to take dictation from all those "new and different voices" now were certain that they could do so with reasonable success. For that matter, it is quite possible that some of those "new and different voices" may be their bosses in the near future.

- **An opportunity for the students to see democracy in action.** As shorthand teachers, we have a tendency to forget—don't we?—that we are developing not only good secretaries, but good citizens as well. Our visit on Town Meeting Day was a wonderful, worth-while experience.

Perhaps you may want to try it, too.



training for retailing

J. K. STONER State Teachers College, Indiana, Pa.

IN RETAIL STORES IN THE UNITED STATES there are over 6,000,000 salespeople. In many respects, the salesperson who faces the customer across the retail counter is the most important person in the store. A salesperson must have the ability to meet customers and satisfy their needs and wants.

The Consumer Movement in both government and private agencies is doing much to protect and guide the customer in his buying of retail merchandise. People themselves have also formed various consumer organizations. These agencies test, grade, label, inspect, approve or reject, recommend, and guarantee much of the merchandise that is on the market today.

THERE ARE STILL MANY ARTICLES, however, that are inadequately labeled, and that have to be purchased by customers entirely on the honesty and reputation of the retailers. In buying certain kinds of jewelry, for example, the customer must still depend on the integrity of the jeweler. Let your students list either specific articles or classes of merchandise on which they believe the customer needs more protection than that now offered by the retailer. Have them include pertinent questions about the merchandise for which they would want more detailed information.

SALES DEMONSTRATIONS MAY BE A PART OF THE SALE. Where possible, customers should be encouraged to take part in the demonstration. For example, in demonstrating a typewriter or a radio, the customer should be allowed to type his name or to tune the radio. The demonstrator should thoroughly understand the mechanism of the article in question, because any error on his part will be interpreted by the prospect as a defect of the machine rather than a mistake of the operator. The special features of the typewriter or the radio that can be best demonstrated should be emphasized. The *feel* of a typewriter is important—the *sound* of a radio. From the following list of articles, have your students indicate how they would best demonstrate the special features of each, and to which of the five senses each article would make the strongest appeal: electric fan, hand carpet sweeper, piano, cosmetics, silverware, toaster, coffee maker, electric razor.

ANTICIPATING OBJECTIONS MEANS ANSWERING THEM BEFORE they are raised. When a customer debates the purchase of an article, she is undoubtedly asking herself these questions, "Do I need it? Can I afford it? Should I get it now? Is it the best quality? Will I be able to get it for less later? How many do I need?" List some specific articles of merchandise and let your students try to answer these questions—exactly as they would if speaking directly to the customer. Remember, the customer may not actually raise the questions—you, the salesperson, must, at times, anticipate them. For example, you may point to a can of peaches and say, "Here's a bargain that you can't afford to pass up. You should stock up now with several cans of these extra-fine quality free-stone peaches. The price will never be lower." Notice how many of the objections you have answered—objections that may never have been uttered, but that could have delayed or prevented the sale.

A GOOD RULE OF ORAL PERSUASION REQUIRES YOU TO "Restate clearly and vigorously in your own words the gist of each argument your prospect advances—as soon as he advances it." When your customer raises objections to buying a particular article, you repeat his objections clearly and vigorously in order to show him that you understand his point of view and that there is no need for him to repeat his objections. Once the customer realizes that you understand his reasons for not wanting to buy, you will then be better able to proceed with the sale. Because you appreciate his viewpoint, he will listen to yours.

She Didn't Get the Job

(Continued from page 27)

MARY: Oh, I never got on the Honor Roll or anything. Those teachers didn't like me.

Mr. R.: What are your shorthand and typing speeds?

MARY: Well, I never made out too well in those subjects, but I can do anything else. Ol' K. P. Smith did compliment me the other day, I think, when I passed the sixty-word dictation test and breezed through thirty-two words a minute on the typewriter. I guess that's pretty good.

Mr. R.: Miss Wataminet, are you familiar with any of the common office machines other than the typewriter?

MARY: Sure. We had a whole room full of them in Office Practice.

Mr. R.: Which ones can you operate?

MARY: Oh, all of them, almost.

Mr. R.: Can you operate the Compotometer?

MARY: Nah, that was too hard to run.

Mr. R.: The Burroughs key-drive?

MARY: Someone else was always using it, so I didn't get to play with it.

Mr. R.: How about the Remington-Rand ten-key?

MARY: I don't remember seeing that machine at all.

Mr. R.: Can you operate a Monroe calculator?

MARY: I heard Monroe'd teach you if you had to use their machine, so I didn't waste time tinkering with it.

Mr. R.: Did you do any work on the mimeograph?

MARY: I got my hands dirty the first time I used that machine. No more for me—I'm not going to work where I'll mess my hands!

Mr. R.: Can you use an adding machine?

MARY: Show me the way—it's a cinch.

Mr. R.: Have you had any instruction in filing?

MARY: It was taught in our O. P. and S. P. classes, but I didn't want to waste my time on it. I know my alphabet, and that's all that's necessary for filing.

Mr. R.: Did you participate in any extracurricular activities?

MARY: If you mean in high school, nah. I don't go for that stuff.

MR. R.: How was your school attendance record?

MARY: Well, I wouldn't say it was so bad. I just cut sometimes to get out of tests or go to a movie now and then.

MR. R.: What are your future plans—business or matrimony?

MARY: Oh, I wanta get married! It looks as though you have plenty of guys around here. I oughta be able to hook one of 'em.

MR. R.: Why do you want to work for us?

MARY: Well, I have to work someplace, so I figured here's as good as anywhere else.

MR. R.: What starting salary would you expect?

MARY: At least sixty dollars a week to start. A girl needs to keep herself in style, and I just couldn't get along on less than that.

MR. R.: In order that we may complete our records, we always ask for a few references, your Social Security card, and your birth certificate.

MARY: You want references?

MR. R.: Why, yes, of course.

MARY: Why don't you take my word for it—I'm good. But, if you don't want to, just call the high school office and mention my name—you'll get an earful. And you want a Social Security card, too?

MR. R.: It's part of our routine.

MARY: You know, I think people ask for the silliest things sometimes! You want a birth certificate? Here I am in flesh, so why do I have to bring in a paper saying I was born?

MR. R.: I think that will be all, Miss Wataminet. I'll let you know just as soon as I've had an opportunity to interview another applicant for the position.

MARY: I hope you hire me, because I'd hate to think I wasted all this time for nothin'. *(She does not get up from her chair.)*

MR. R.: I must go to another meeting now. Good day, Miss Wataminet.

MARY: So long. Don't forget to let me know when I start! *(Exits to outer office.)* I think I landed it, Miss E. See you soon. Don't work too hard!

(Curtain)



shorthand corner

JOHN J. GRESS Hunter College, New York, N. Y.

ONE OF THE STUDENTS in my third-term shorthand class approached me recently and inquired: "Do you keep a record of our homework?" In answer, I pointed to the student standing next to her. "Ask Miss Donna. She'll tell you we kept a very careful check on all shorthand homework that was turned in during her first semester with me about a year ago. Now, however, I think of you as being mature seniors preparing for a secretarial position. You know, or should know, what is good for you. Each of you is able to see that your own homework lessons are in order."

I caught the flash of glee in her eye as she said, "Thank you." The glint seemed to say: "Oh, this fellow is easy. I won't bother turning in homework from now on. After all, he doesn't check it, so why should I go to the trouble. I have other things to do."

YOU MAY SAY THAT CHECKING HOMEWORK IS UNIMPORTANT. But in this particular instance it was very important. Miss "Slicko," as I might term her, did exactly what I thought she would—she didn't write the next day's assignment. Naturally she was given top priority on my "let-me-take-a-good-look-and-see" list; and, when I made a spot check of the day's assignment, she wasn't prepared. Another and another day went by, and the same thing happened—she hadn't practiced her homework assignment.

After a week of this checking treatment, Miss S admitted, "I guess it is important to practice homework." Nothing further was said, except that I assured the young lady I agreed with her new philosophy.

A CLASS WILL USUALLY GO ALONG WITH YOU if you require homework from them from the very first day of instruction. They won't question the assignment. But slip up on this practice and you will be amazed at the difference. Their attitude is: "How dare you? You can't do this to us. We've other assignments to prepare." The teacher's attitude toward his class can have a direct bearing on how much homework they will do for him.

Many shorthand teachers, however, say, "There just isn't any sense to checking homework." Of course there is no sense to it if you merely make a mechanical check as to whether or not students turn in the assignments. There is merit, though, from even an occasional check of shorthand homework. Do you ever flip through a batch of papers and select the outstanding ones? Do you post them on the bulletin board to note the effect on other members of the class? Or, have you ever complimented those who do an exceptional homework assignment? Remember that students love to have a Shorthand Orchid at least once a semester.

HERE IS A LITTLE GIMMICK YOU MAY WANT TO TRY. Take the first set of homework notes that are turned in, clip them together, and tab them with the date. Put them aside until later in the semester. Then pick up the same papers and dictate a sampling of their passages. Without saying a word, pass out the original set of papers for comparison. You will be pleasantly surprised at the "oohs" and "aahs" that will go up around the class when the students notice the improvement in their notes.

There are many positive teaching values that can be gained from the proper handling of homework assignments. Such activity need not consume too much of the teacher's time, whether it is handled on a daily, weekly, or a spot-check basis. The alert shorthand teacher wields a powerful and challenging weapon every time he picks up a set of homework assignments. When he makes his students toe the mark with every lesson, he is demonstrating his sincere interest in their future success. That is part of his job; and, in later years, he may view it with a sense of accomplishment.



teaching aids

JANE F. WHITE Georgia State College for Women, Milledgeville, Ga.

FOR SECRETARIAL PRACTICE CLASSES. Alpha Chapter, Delta Pi Epsilon, has four Document Abstracts that will interest teachers of clerical and secretarial subjects. Send your request to Joe Green, 15 Brown Place, Bergenfield, New Jersey, for "An Analysis of Clerical Business Typing Papers and Forms for the Improvement of Instructional Materials" (25 cents); "Women in White Collar Jobs" (50 cents); "Improvement of the Curriculum in Clerical Practice in One Metropolitan High School" (25 cents); and "An Outline of Topics for a Secretarial Syllabus Developed from Job Analysis" (25 cents). They're good!

FOR BOOKKEEPING BULLETIN BOARDS. The National Blank Book Company, Holyoke, Massachusetts, will send a "Bookkeeping Visualized" poster and teachers' guide to you free. The poster explains in detail the complete bookkeeping procedure. Also included are sample ledger sheets.

FOR A UNIT ON THE POST OFFICE. The Office of the Postmaster General, Post Office Department, Information Service, Washington 25, D. C., has available a four-page brochure, "A Brief History of Air Postal Transport," that gives a complete history of this service. Copies are free in duplicate.

FOR OFFICE-MACHINE CLASSES. Ditto, Incorporated, Harrison at Oakley Boulevard, Chicago 12, Illinois, has prepared an excellent set of teaching materials. Their folder, "A Unit of Instruction—Learning How to Use the Ditto D-10 Direct Liquid Process Duplicator," covers the subject in six lessons of instruction. They also have, ready to ditto, letterheads and invoice forms that are especially designed for typewriting teachers. All free!

FOR OFFICE STYLE DICTATION. New material, a pamphlet of timed-writing and rough-draft copy, and two posters on office procedure are available from the Sanford Ink Company, Bellwood, Illinois, free in reasonable quantities.

FOR SALESMANSHIP STUDENTS. "If You Could Only Be at Every Point of Sale," gives eight points in good salesmanship. Published by the Dennison Manufacturing Company, Framingham, Massachusetts, it is obtainable from them free in multiple copies.

FOR ECONOMIC GEOGRAPHY TEACHERS. For a complete list of Oil Industry Teaching-Aid Materials write for the Petroleum School Series, American Petroleum Institute, 50 West 50 Street, New York 20, New York. There are charts, filmstrips, and booklets on petroleum. Some are furnished in quantity. Guides and teachers' manuals have been prepared for all material.

FOR CAREER INFORMATION. The Job Department of *Glamour* magazine, 420 Lexington Avenue, New York 17, New York, has issued a quantity of revised materials. If you write to this department, your name will be placed on its mailing list to receive advance notice of their many handy publications. Although these materials are not free, the cost is nominal.

FOR THE CAREER-MINDED STUDENT. Two good sources of information for career materials are obtainable from the National Association & Council of Business Schools, 601 Thirteenth Street, N.W., Washington 5, D. C. Their Vocational Guidance Series includes, "Accountancy as a Career Field" and "Secretarialship as a Career Field" (each 10 cents). Boston University publishes four Career Monographs: "Retailing," "Accounting," "Secretarial Work," and "Business Management." Single copies will be mailed free. Just address your request to Director, School and College Relations, Boston University, Boston 15, Mass.

Saving Time in Typing Class

(Continued from page 24)

interest activities during class for those restless days just before school holidays. Artistic, decorative typing is fine—the day before the Christmas holiday begins. Playing "typing bridge" and similar games is fine—the day before the Easter holiday begins, or at a club meeting. But games are no fun every week.

- Erasing is a great time consumer; so, postpone it as long as possible (until tattle-tale crumbs start appearing) and then flatly forbid it except on two stated occasions: when you direct erasing as a class exercise, and when you specifically authorize it during a wind-up project near the end of each semester.

Still More Timesavers

- When using word-counted material, in work other than tests, don't bother calculating by exact "strokes divided by 5" in any final fractional line students type. Tell them to count the actual words. Most times, this method gives the correct score; and, at worst, it cannot be more than one word off, plus or minus, which is negligible in a 3- or 5-minute writing.

- When any effort is going to be repeated (a 3- or 5-minute writing, for example; or a table or letter), do not take time to proofread the first product except for a cursory glance by which each student finds what he must "look out for" in the repetition. Most teachers, wisely, have students turn in only the better or best effort; so, only this one need be proofread carefully.

- Have someone time your own demonstrations. Rarely, very rarely, ought they to exceed 15 seconds. Students want to type, not watch. If a demonstration is complex enough to take longer than 15 seconds, divide it into steps, with each demonstration followed by class practice.

In Summary

The fundamental ability to teach—the ability to teach *anything*—is in large measure based on our knowing how to get young men and women to work industriously, zestfully, purposefully. The ability to manage a classroom—any classroom—is the basic and perhaps most important prerequisite for outstanding success as a teacher of typewriting.

(This concludes Dr. Lloyd's four-part series on the typing classroom.)

TODAY'S SECRETARY

dictation transcript

MY BOSS, H. P. HASKINS, is a stern and exacting man. He treats me with the same careful consideration he¹ gives the more expensive office machines, and he expects the same flawless performance from me. He can spot an² erasure at twenty paces and his auditory and optic nerves are radar-perfect in detecting an³ unnecessary trip to the restroom.

I like it that way.

The reason I enjoy working for this eagle-eyed man⁴ is because the trouble I have from him is just ordinary trouble: deductions from my pay check when I'm late,⁵ a fifteen-minute lecture for wasting five minutes of his time, and the silent treatment when I can't stay overtime⁶ to clear up the day's work. All logical, everyday trouble. It figures. That's the way I like it.

But before⁷ you decide that hard-hearted Haskins and I deserve each other, let me tell you about the position I⁸ held before this one. I was employed in another department of the same firm that employs me now. There, I had⁹ what you would have called the ideal employer.

Benjamin Bemis was a gentleman—one of the kindest men¹⁰ I've ever known. He was about 50, I judge, and a little on the chubby side, with mild brown eyes and the anxious¹¹-to-please attitude of a good head-waiter.

"You'll like it here," Mr. Bemis promised. "We're very informal¹² in this department. Everyone calls everyone else by his first name. Mine is Ben."

A young man behind a¹³ huge ledger had already addressed me as, "Hi babe." I announced in a clear, crisp voice that my name was Marge.

"We have¹⁴ an hour for lunch, Marge," Mr. Bemis continued, "and two fifteen-minute breaks, take them whenever you feel like it.¹⁵ You're on your own. No one watches or bosses in this department. Coffee is downstairs in the lounge."

After the first¹⁶ few days, the pattern in Mr. Bemis's department became clear. In any other office you could expect¹⁷ the file clerk to file correspondence. Not here. Our file clerk took fifteen minutes every half hour—downstairs in the¹⁸ lounge, drinking coffee.

The Ideal Boss

MARGUERITE BASTERASH

Anywhere else, the office boy could be expected to bring up stationery and supplies¹⁹ from the stockroom. But our office boy was downstairs, paying for the file clerk's coffee.

Mr. Bemis's department²⁰ of thirty employees was about equally divided between workers and coffee drinkers. But divided²¹ or not, the entire force was united in an effort to preserve for Mr. Bemis the fond illusion that²² his liberal treatment of employees was paying off in efficiency and performance.

Mr. Bemis, poor²³ dear, was fanatic in his beliefs about the ideal relationship between employer and employee.²⁴ He had several shelves of thick, dry books on the subject. He was writing one himself.

I, myself, am the cheerful,²⁵ patient, drone type. So I did my work, and the work of one lounge, to spare Mr. Bemis the shock of finding out²⁶ that his system had holes in it. I enjoyed the work. There was only one flaw, and that was poor, dear Mr. Bemis.²⁷

At some time in the past, Mr. Bemis had set aside Tuesdays and Thursdays for establishing friendly relations²⁸ with his workers. It was his habit on these days to circulate about among the employees, stopping here²⁹ and there to chat.

During one of his Tuesday talks, Mr. Bemis wanted to know what I did with my leisure time.³⁰ Did I have a hobby?

I thought a moment. No. Much as I enjoyed the company of one Edward Hazard, I³¹ did not feel I could include him under hobbies. At home, all my spare time seemed to be consumed in finding hiding³² places for my clothes, so that my younger sister wouldn't wear them.

"No" I finally admitted. "I don't have a³³ hobby."

Mr. Bemis shrank back as though

I had struck him. No hobby? Well, we'd have to find one!

Mr. Bemis believed³⁴ in hobbies. All his employees had hobbies. I had noticed an inordinate amount of knitting and stitching³⁵ going on during lunch hour and in the fifteen-minute breaks.

The next day I came prepared. My sister had³⁶ donated a huge dresser scarf she had started and never finished. It was white, with obnoxious pink roses to be³⁷ worked in—and it had an edging of equally revolting pink lace.

I found myself bolting my lunch and painstakingly³⁸ assaulting that piece of cloth with pink roses. Mr. Bemis smiled fondly on me, and that should have been the³⁹ end of it. But it wasn't.

It was a Tuesday. Mr. Bemis got off his informal perch on the corner of⁴⁰ my desk, confident that our relationship was firmly cemented for another few days. He turned toward his⁴¹ office and everyone giggled nervously.

My dresser scarf had caught on the edge of Mr. Bemis's coat.⁴² I jumped up to retrieve it.

Mr. Bemis from the corner of his eye, had caught a glimpse of his reflection in⁴³ the window and evidently thought his shirttail was escaping. I had quietly stalked him down the aisle and was⁴⁴ about to grasp my needlework when Mr. Bemis, with a swift, sly movement, entirely foreign to his nature,⁴⁵ whisked his hand up and tucked the offending bit of white in with his shirttail.

Bill, the account supervisor, came back⁴⁶ from lunch at the men's club with a hilarious story about how embarrassed Mr. Bemis had been, when a⁴⁷ bit of lace and pink rosebuds began peeping out from his trouser leg.

I couldn't laugh. Mr. Bemis had returned⁴⁸ from lunch before Bill did, and laid the scarf on my desk without a word. But the aggrieved and accusing look he turned⁴⁹ on me almost curdled my blood. You'd have thought I had killed his grandmother.

And then on my way to work one morning,⁵⁰ I found it. An ideal hobby! It would keep Mr. Bemis happy and be very little trouble to me.⁵¹

Tropical fish—guppies. I put the small tank on my window sill at the

office, added water when needed, and⁵⁵ sprinkled in fish food as recommended. This was to be the end of all my troubles.

Mr. Bemis took a⁵⁶ personal interest in my tiny fish, as did everyone else in the office. Cliff, the office boy, even⁵⁷ went so far as to spend his coffee allowance on a book about guppies.

Perhaps it was because a bit of⁵⁸ love interest was added. It seemed we had a pair of newlyweds, and now they were setting up housekeeping in⁵⁹ earnest. Phyllis, the guppy bride, was going to have a family.

Cliff, primed to the teeth with knowledge from the guppy⁶⁰ book he had purchased, kept a wary eye on the tank. "You'll have to get the baby fish out the minute they're born,"⁶¹ he informed me, "or the grown fish will eat them."

One day Cliff came racing down the aisle to my desk. He slid the last four⁶² feet, gasping and breathless, grasped my arm and pulled me over to the fish tank. He pressed some

kind of strainer thing into⁶³ my hand and shouted: "The baby fish. Take them out! I'll get something to put them into."

They were so tiny you could⁶⁴ hardly see them. I groped about with the strainer, lifting them out and depositing them tenderly into a⁶⁵ glass that Cliff provided. I was so pleased and happy, I scarcely noticed, that the glass Cliff had provided was Mr.⁶⁶ Bemis's water glass. Fish, I thought, are really an ideal hobby. I held the glass to the light squinting⁶⁷ at them proudly as the office force cheered. A dozen new little guppies!

Mr. Bemis congratulated⁶⁸ me when I showed him the fish. But, that day, he was much more concerned with his own hobby. He was waiting to dictate⁶⁹ another chapter of his new book. I settled his water glass and my baby guppies between us, flipped my notebook⁷⁰ open, and he began.

Mr. Bemis gave dictation at a fairly steady pace for about fifteen minutes.⁷¹ He paused, and I glanced up—just in time to see him set down the

glass and wipe his mouth carefully on his handkerchief.⁷²

"My baby guppies!" I gasped, as I snatched up the glass. Empty! Only a few miserable drops of water⁷³ left in the bottom.

"You drank my guppies," I shouted frantically, "—you—you—ichthyophagist!"

Mr. Bemis⁷⁴ turned an unpleasant shade of green, picked up his phone, dialed for the personnel manager, and grimly requested⁷⁵ that I be transferred to another department.

But you do see what I mean, don't you? When Mr. Haskins holds my⁷⁶ letters up to the light, looking for erasures or strikeouts, I'm happy. I never had it so good!

The gang⁷⁷ from Mr. Bemis's department tells me the fish are still there on the window sill. Cliff sneaks them food and water.⁷⁸ If they multiply, they do so at their own risk. It's just as well. I don't believe in coddling. Let the guppies take⁷⁹ their chances in the business world, even as you and I. (1530)

VISITORS sitting in the reception room of a certain office in Los Angeles frequently do a quick¹ double-take after they have talked to the attractive, dark-haired secretary at her desk in the corner of the² office. The double-take comes when they begin to scan the room while waiting. They look up at the framed Biblical scenes³ on the wall and realize that the efficient secretary is also the actress pictured there.

The photographs⁴ show her in the role of Mary Magdalene, Queen Esther, a Chinese nurse, a fisherman's wife, etc.⁵ For Virginia Wave has probably one of the world's most unusual secretarial jobs. She is not only⁶ the highly efficient office monitor of all she surveys in the Hollywood studio of Cathedral⁷ Films, Inc., but their leading feminine player as well. Recently, she has become their story⁸ editor, too.

"The people at Cathedral are used to my multiple role," laughs Virginia. "They remain undisturbed⁹ if I dash into the office, still in make-up and robes, to see that an important letter gets on its way.¹⁰ But it is often amusing to see the surprised look on a visitor's face!"

Speaking of faces, Virginia¹¹ Wave's is known to millions of film-goers all over the world, yet her name remains unknown. She is the only player¹² under regular contract to Cathedral Films, but their players do not receive screen credit or personal¹³ publicity.

Cathedral Films is a nonprofit

DUANE VALENTY

organization and the largest maker anywhere of¹⁴ noncommercial films, their product being shown in some 225,000 places of worship for the¹⁵ various faiths throughout the world. Thus, our secretary's face is probably known to more than twenty-five million¹⁶ people in every country.

"There's a story behind this job, of course," explains Virginia. "It wasn't a ready¹⁷-made job waiting for the most likely candidates to come along. I feel that it's my own creation —it just¹⁸ sort of grew!"

The story goes back to Virginia's childhood. Ever since she could remember, Virginia wanted to¹⁹ be an actress, but it was a long time before she had sufficient courage to mention it even to her own²⁰ family. For Virginia is the daughter of the Reverend J. C. McPheeters, president of Ashbury²¹ Theological Seminary in Wilmore, Kentucky.

She attended the University of²² California and Southern Methodist University, where she majored in Political Science. But she still²³ wanted to act, so she took dramatic courses.

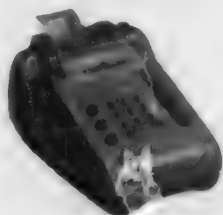
Like many another hopeful, Virginia headed straight for²⁴ Hollywood after graduation. Like many another hopeful, she found doors there all but closed to her. And, to make²⁵ matters more difficult, to obtain any kind of job in pictures it was necessary to have a Guild card.²⁶ But a Guild card couldn't possibly be obtained until you had a job!

Heartbreaking days of going round and round²⁷ this circle followed. As she traveled from studio to studio by streetcar and bus, it wasn't long before²⁸ Virginia's slim savings became downright thin.

One day the aspiring actress walked into the offices of²⁹ Cathedral Films. her hope and her money both at very low ebb. She had found, however, that small companies like³⁰ Cathedral were apt to lend a much more attentive ear than the unfeeling big studios. Which is how the miracle³¹ happened . . . and Virginia walked out of Cathedral Films that day with her first screen part and her Guild card at one and³² the same time.

(Continued on page 40)

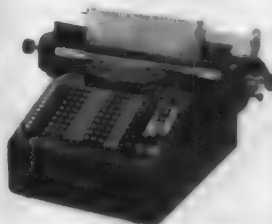
The Secretary Who Won an Academy Award



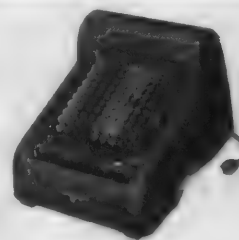
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The first role she was called upon to enact in her new job was that of the wife of the Good Samaritan³³ in a film for Sunday schools. And, gradually, she took over another role at Cathedral Films—that³⁴ of secretary to the Rev. James K. Friedrich, founder of the company.

Virginia's broad desk is³⁵ frequently snowed under with work. When she is busy with a film role, the office work piles up, except for the most urgent³⁶ matters. When the role is completed and her screen make-up is wiped off for a few weeks, she tackles her paper³⁷ work with the vigor that characterizes everything she does.

Along with regular secretarial³⁸ duties, Virginia's job calls for constant Bible research. And she handles many of the world-wide contacts with those³⁹ of all creeds desiring to show Cathedral Films. She finds her unique job challenging and fulfilling in countless⁴⁰ ways. It employs talents she

never knew she had—the efficiency and alertness she displays as secretary,⁴¹ plus the realization of her childhood dreams of becoming an actress. Her films are seen from coast to coast⁴² in this country and in most other countries all over the world. Although Cathedral Films are not shown through the⁴³ ordinary theatrical channels, Virginia's office still receives considerable fan mail expressing the⁴⁴ enjoyment and gratitude of those who see her. And long since, Virginia's family decided they could well be⁴⁵ proud of their daughter way off in Hollywood, making good in her own way!

And she has made good. Not too long ago,⁴⁶ Virginia's portrayal of Concordia in "Simon Peter, Fisherman" won for her an Academy Award⁴⁷ as Best Religious Actress of the year. All she needs now is a shorthand and typing "Oscar" to match the award⁴⁸ she won for her acting! (1965)

FLASH READING*

The Wary Watcher

ELSIE LEFFINGWELL

ONE BEAUTIFUL SPRING DAY I was walking homeward after getting the morning mail from the box at the end of the¹ lane. I had gone as far as the big maple, about halfway home, when I met a whole family of solemn little² animals out for a morning walk. I stood rooted to the spot as they came quite close to me.

It was an³ interesting procession. Mother came first, putting along in a placid, unhurried way, investigating⁴ occasional stones and sticks that were in her path. Behind her, stretched out in single file, came the family—all eight⁵ of them. They were exact miniatures of their mother, with beautiful tails and a rather rocking gait. Their heads⁶ were close to the ground as they thrust their noses down to inspect every little hollow and crevice of the earth.⁷ Sniffing and pawing, they followed every turn of the trail that Mother made through the tall grass bordering the lane.⁸

There was one unusual feature about the morning stroll of this family group. None of these little animals⁹ seemed to be afraid. They showed none of the wariness usual to members of the animal world who are¹⁰ venturing away from home.

They seemed to be enjoying themselves as they calmly and peacefully made their way along.¹¹ They appeared to be quite sure that there would be no interference with this daily constitutional of theirs.¹²

None of them paid any attention to me, though they came so close that I could have put out my hand and seized one of¹³ the youngsters by the tail. But I did not do so. I made no change in my position, but stood perfectly still and¹⁴ hoped fervently that the family would not be selfish and feel that nobody else should be out for a walk this¹⁵ lovely morning.

Please understand that this attitude was really not cowardly on my part, and I make no¹⁶ apology for it. No other member of the animal world would have chosen to threaten or challenge this¹⁷ family group. Even one of the powerful bears that lived in the forest not too far from the farm would not have¹⁸ attacked a single member of it.

I held my breath as the family slowly passed by me and made their way off¹⁹ through the tall grass. Never, I acknowledge, have I been so glad to be alone. I wanted no quarrel whatsoever²⁰ with a family of skunks. (406)

* Vocabulary limited to Chapters One through Eight of Gregg Shorthand Simplified.



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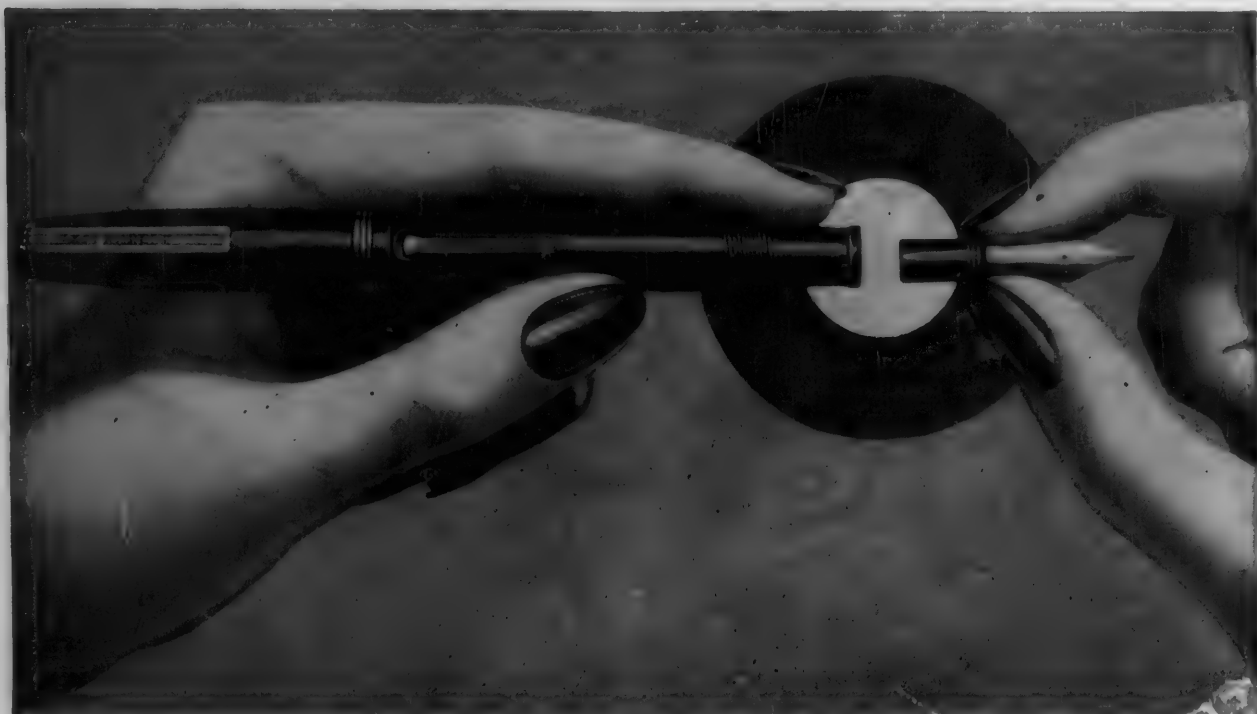
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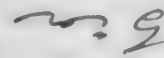
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PROFESSIONAL REPORT

Cowan New EBTA Head

In its final general meeting at Philadelphia's Bellevue-Stratford Hotel, the members of the Eastern Business Teachers Association elected a new president, a new vice-president, and two new members of the executive board.

Sanford Fisher, outgoing president, handed over his gavel to Harold C. Cowan, headmaster of Dedham High School, Dedham, Massachusetts. Taking over Estelle Phillips' post of EBTA vice-president was Marion G. Coleman, of Teachers College, Temple University, in Philadelphia. Evelyn R. Kulp continues as secretary, and Earl F. Rock retains his post as treasurer.

Joseph C. Gruber, acting director of business education for the New York City Public Schools, was elected to a full three-year term as a member of the executive board. William C. Gordon, Dean, Bryant and Stratton Business Institute, Buffalo, New York, was elected to the board for two years, to fill the unexpired term of Thomas C. Dodds, who is retiring for reasons of health.

By noon on Friday, April 8, the second day of EBTA's 58th annual convention, registration had passed the 900 mark, and the convention was generally hailed as one of the most successful to date.

Featured speakers at the opening-day gatherings were: Dexter M. Keezer, vice-president and director of the Department of Economics, McGraw-Hill Publishing Company, New York, who spoke at the Fellowship Luncheon; Ramon Kistler, president of Beaver College, Jenkintown, Pennsylvania, who was the main speaker at the first general meeting; and Bryan Blalock, of the Borden Company, Marshall, Texas, who delivered the banquet address in the evening.

At 8:00 p. m. on Friday, the group adjourned to the auditorium of the nearby Peirce School for "A Magical Evening of Friendship and Light." Earlier in the day, convention activities had been suspended between eleven-thirty and three o'clock for church-service attendance.

Mrs. Madeline Strony, of the Gregg Publishing Division, McGraw-Hill Book Company, originally scheduled as a shorthand consultant, was unable to attend because of prior commitments. Charles Zoubek, Gregg's shorthand editor, took her place.



AT THE CONVENTION: ABOVE—First-day registration scenes at the Bellevue-Stratford. RIGHT: Wesley E. Scott, director of the Division of Commercial and Distributive Education for the Philadelphia Public Schools, welcomes members at the first general meeting. BELOW: Three convention officials—Mrs. F. Howard Strouse, church committee chairlady, Thomas M. Greene, public relations committee chairman, and E. Duncan Hyde, of the executive board—are joined by Paul M. Boynton (right), Connecticut State Supervisor of Business Education.



PEOPLE

• Ten recent doctorates have been announced by the New York University School of Education. The degrees were bestowed on the following candidates:

Cloyd P. Armbrister, of Concord College, Athens, West Virginia—Doctor of Education. Dissertation: "A Study of Business Teacher Education in the West Virginia Colleges." Major Advisor: Paul S. Lomax.

Sister M. St. Agnes, of St. Paul's High School, Scranton, Pennsylvania—Doctor of Education. Dissertation: "Determination of Bookkeeping Instructional Materials, Experiences, and Kinds of Equipment as Shown by an Analysis of Bookkeeping Job Activities." Major Advisor: Paul S. Lomax.

Alvin Beckett, of Monmouth County Junior College, Long Branch, New Jersey—Doctor of Education. Dissertation: "Accounting Competencies Needed by the Layman." Major Advisor: Herbert A. Tonne.

Gilbert Kahn, chairman of the Business Department, East Side High School, Newark, New Jersey—Doctor of Education. Dissertation: "The Preparation of Instructional Materials for a Secondary-School Course in Machine Shorthand." Major Advisor: Herbert A. Tonne.

Active in a number of business education associations (notably as president of the New York CSTA and past-president of the New Jersey BEA), Kahn has also co-authored several textbooks (on bookkeeping, adding machine operation, filing, and clerical training) and has taught graduate courses at Penn State, at Northwestern, and at the Catholic University in Washington, D. C.

The remaining degrees went to:

Margaret O'Shea Kane, of Hunter College, New York—Doctor of Education. Dissertation: "A Follow-up of Hunter College Secretarial Graduates as a Basis for Curriculum Making." Major Advisor: Herbert A. Tonne.

R. W. Lansford, of State Teachers College, Warrensburg, Missouri—Doctor of Education. Dissertation: "An Evaluation of the Student Teaching Program on the Secondary-School Level at Central Missouri State College." Major Advisor: Paul S. Lomax.

Earl Nicks, of Denver University, Denver, Colorado—Doctor of Education. Dissertation: "Bookkeeping and Accounting for Non-Bookkeepers." Major Advisor: Peter L. Agnew.

J. Kenneth Roach, of Mary Washington College, Fredericksburg, Virginia—Doctor of Philosophy. Dissertation: "The Fundamental Issues Relating to Business Teacher Education." Major Advisor: Herbert A. Tonne.



GILBERT KAHN

... an author writes his thesis

Marie C. Vilhauer, of Central College, Fayette, Missouri—Doctor of Education. Dissertation: "A Study of Doctoral Teacher Education as It Relates to School Experience of Doctorates at New York University." Major Advisor: Paul S. Lomax.

Richard Willing, of State Teachers College, Montclair, New Jersey—Doctor of Education. Dissertation: "The Development of a Workbook in Business Law." Major Advisor: Herbert A. Tonne.

• George W. Anderson, associate professor of education at the University of Pittsburgh, has received the degree of Doctor of Education from that institution. A teacher of nearly twenty years' experience, Dr. Anderson is now Acting Director of Courses in Business Education at the University. His dissertation, "A Study of the Readability of General Business Training Textbooks," applied the Yoakam readability formula and the



GEORGE W. ANDERSON

... Flesch and the dissertation

Revised Flesch formula to 28 textbooks in the general business field. It was written under the direction of Gerald A. Yoakam.

• Earl C. Nicks has been appointed manager of the Business Education Division of Underwood Corporation. The former president of the Mountain-Plains BEA assumed his new duties in March.

Since 1949 Nicks had been chairman of the Departments of Business Education and Secretarial Science at the University of Denver. He is a past-president of the Colorado BEA and a past vice-president of both the National Business Teachers Association and Delta Pi Epsilon fraternity. He recently received his Ed. D. from New York University.

• Three new faculty members have been added to the Business and the Business Education departments of Kansas State Teachers College at Emporia. Charles Peterson is an instructor of accounting; Findley E. Hartzler is acting teacher trainer in the field of distributive education; and Anthony A. Korte conducts adult education courses in the field of vocational education.

• The death of four of its members has been announced by The National Association and Council of Business Schools. The deceased are: Mrs. Violet Cranston, founder and president of Cranston's Commercial School, Hattiesburg, Mississippi; H. D. Neff, president of Neff's Business College, Shawnee, Oklahoma; J. L. Scott, president of Neff's Business College, Butte, Montana; and R. C. Short, director of Short's Secretarial School, Stamford, Connecticut.

GROUPS

• Eighteen past-presidents were honored by the National Association of Business Teacher Training Institutions at its 28th annual convention in Chicago. Present to receive scrolls from president Harry Huffman were former heads, Paul S. Lomax, C. M. Yoder, Helen Reynolds, Paul A. Carlson, Vernal H. Carmichael, Paul O. Selby, H. M. Doult, Hamden L. Forkner, Elvin S. Eyster, Margaret Ely, E. C. McGill, and John M. Trytton. Past presidents unable to attend were Ann Brewington, M. E. Studebaker, W. R. Odell, Catherine F. Nulty, Frances B. Bowers, and Peter L. Agnew.

Officers for 1955-56 were elected at the conclusion of the meeting. The new president is Lewis R. Toll. Others

chosen were: vice-president, Robert Bell; secretary, Donald J. Tate; new board member, Lewis Boynton; re-elected board member, S. Joseph DeBrum.

- The nation's colleges and universities will suffer an acute shortage of business administration leaders unless remedial action is taken now, according to a report released by the American Association of Collegiate Schools of Business. The study predicts that the demand for over 6,000 new doctoral degree holders to enter collegiate business teaching will fall 2,500 short of this goal.

Thomas L. Norton, AACSB president, states in an introduction to the report, "Unless something is done now, the quality of instruction will deteriorate with unfortunate and tragic consequences for American business." The committee that prepared the report was composed of Arthur M. Weimer, of Indiana University, chairman; G. Rowland Collins, New York University; Austin Grimshaw, University of Washington; Russell A. Stevenson, University of Michigan; and Stanley F. Teele, Harvard University. John Lewis of Indiana University served as research associate.

- A Co-ordinators Conference for business education teachers will be held at the Chamberlain Hotel, Old Point Comfort, Virginia, from August 15 to 19. The theme of the meeting will be, "Problems Clinic on Co-operative Part-Time Program in Business Education."

- The latest trends in business education research were reported by John M. Trytten, of the University of Michigan, to the United Business Association at the Conrad Hilton Hotel in Chicago. The two problems of research, he explained, are what to teach the business student and how to bring this material to the classroom in plain, understandable language.

Trytten headed a committee that represented three major research organizations, Delta Pi Epsilon, the National Association of Business Teacher Training Institutions, and the UBEA. Other committee members were: Irene Place, University of Michigan; Charles Hicks, Ohio State University; Dorothy Veon, Pennsylvania State College; Lloyd Douglas, Iowa State Teachers College; and Theodore Woodward, George Peabody College.

- The Virginia Future Business Leaders of America held its state convention April 22 and 24 in Richmond.

The FBLA Summer Conference is scheduled for June 27 to July 1 at the Massanetta Springs Hotel. The meeting is designed primarily for the State Executive Board and Committees of the Future Business Leaders of America.

- The Central Virginia Vocational Education Association held its regular meeting in March at the Woodrow Wilson Technical School, Fishersville, Virginia. John H. Fyock, of the Westinghouse Electric Corporation, Verona, Virginia, was guest speaker.

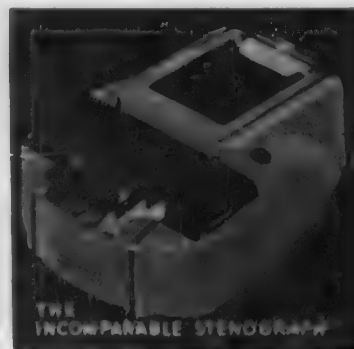
SCHOOLS

- Indiana State Teachers College of Terre Haute will offer an intensive shorthand course for ten weeks beginning June 13. Instruction will include theory, dictation, and transcription. The course is provided for teachers who do not hold shorthand certification and for those who need a refresher course. Twelve quarter hours of undergraduate credit may be earned. The instructors will be Charles Zoubek of the Gregg Publishing Division, McGraw-Hill Book Company, and Marion Wood of International Business Machines.

- The School of Business Administration at the University of South Dakota will sponsor a workshop in business education on June 23-24 as a part of its summer session program. Open to all business teachers, the workshop will be devoted to a consideration of methods and materials in business teaching. Wayne House, Department of Business Education, University of Nebraska, will be the guest lecturer.

- The annual Pennsylvania State University business education conference will be held in the Hugh Beaver Room of Old Main on July 19. The theme of the conference is: "Current Trends of Instruction in Shorthand and Typewriting." Charles Zoubek will handle shorthand methods and Marion Wood will treat typing techniques. Featured speaker at the banquet will be John Pendery, of the South-Western Publishing Company.

- Robert E. Slaughter, vice-president of the Gregg Publishing Division, McGraw-Hill Book Company, addressed a professional business education meeting at Boston University on March 19. His topic was, "A Functional Concept of Curriculum Construction in Business Education." Business education student teachers



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and their high school supervisors were special guests at the meeting. Later in the day Mr. Slaughter addressed the Delta Pi Epsilon fraternity.

• Two foreign schools have notified this department about openings in their business education departments. Both positions offer a pioneering opportunity for candidates interested in exotic areas of the world.

A three-year contract at an annual salary of \$3,600 (\$9,000 local currency) is offered to business teachers by a first-class commercial school in Addis Ababa, Ethiopia. Free transportation will be provided for the employee and his wife if the full term of the contract is served. Living quarters (unfurnished) are free, or in lieu thereof an additional \$48 monthly is provided. There is an annual vacation leave of six weeks, a sick leave of four weeks. Applications,

inquiries, and credentials with photographs should be sent air mail to the Ministry of Education, Commercial School, Post Office Box 1367, Addis Ababa, Ethiopia, attention W. Nagnib, principal.

In Bagdad, Iraq, Queen Alia College will need one, and possibly two, teachers of English typing, Gregg shorthand, and office practice for the school year beginning in October, 1955. Anyone with a college degree who wants to apply for one of the positions should write directly to Mrs. Mohd. Fadhel Jamali, head of the English Department, stating briefly his qualifications and experience.

• Drake Business Schools have named Max Hess, Jr., president of Hess Brothers, Allentown, Pennsylvania, as their 1955 "Man of the Year in Retailing." Selected for his "outstanding contributions to the advance-

ment of retailing," Hess is the first retailing leader to be so chosen for the annual Drake Business Schools Award.

GENERAL

• The week of April 24-30 was proclaimed National Secretaries Week by the United States Secretary of Commerce, and Wednesday, April 27, National Secretaries Day. New York's Mayor Wagner issued a City proclamation also. Prominent among the other sponsor: of official observance of the week is The National Secretaries Association, numbering 15,000 members.

Purpose of the week is to create interest in improving the caliber of the secretarial profession, not simply for its own sake, but for that of management and the community. The New York City Chapter of the NSA will open the week with its first annual National Secretaries Week Breakfast on Sunday, April 24, following group attendance at churches of the various religious faiths.

• An essay contest, for teachers of grades four through twelve, is being conducted by *Scholastic Teacher* magazine and the American Textbook Publishers Institute. Manuscripts must not exceed 1,500 words on the subject, "How I Teach During the First Week of School." Awards of \$300 (first place), \$200 (second place) and \$100 (next five) will be given. Entries must reach *Scholastic Teacher*, 33 West 42 Street, New York 36, New York, not later than midnight June 30, 1955.

• Almanac Films, Inc., 516 Fifth Avenue, New York 36, New York, has published a new 36-page catalog of educational sound films. Listing over 125 films, it is free on request.

CORRECTION

THE EDITORS wish to correct a statement that appeared on page 47 of the March, 1955, issue of *BUSINESS EDUCATION WORLD*. On investigation, we find that there is one Old Town Model 9H duplicator in each of the five borough control centers of the New York City Civilian Defense system, instead of the 25 we reported.

In addition, the city's district control centers have 26 REX-o-graph duplicators.

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INTERNATIONAL SHORTHAND AND TYPING CONTEST

A WORLD CHAMPIONSHIP CONTEST in shorthand and typewriting, featuring "The First World Championship in Typewriting," will take place during the International Congress for Shorthand and Typewriting, which meets from July 27 to August 5 in Monte Carlo. The Congress, the first of its kind to be held since 1937, is being sponsored by the Commissariat of Tourism and Information of the Principality of Monaco.

Application blanks for membership in the Congress may be obtained from the Monaco Information Center, Suite 3362, 630 Fifth Avenue, New York 20, New York. The blanks should be sent, along with the \$3 membership fee, to the organizer of the contest, M. André Morard, 7 Avenue de la Gare, Monaco.

Members will receive special rates on accommodations and excursions during their stay in Monte Carlo. Rooms without meals begin at \$1 a day, and rooms with meals can be obtained beginning at \$3 a day. A special ticket, delivered with the certificate of membership, entitles members to a 20 per cent discount on French railways.

The fee for entering each contest is \$1.50. Each contestant may participate in his own language. In the typewriting contest, all makes of typewriters, mechanical or electric, are admitted.

SUMMER SCHOOL DIRECTORY (SUPPLEMENT)

THE LISTINGS below are a supplement to the Summer School Directory published in last month's BEW, and contain information received too late for inclusion in that issue. Following the dates of the summer terms in each listing are the names of personnel to contact (if two names are given, the first is in charge of matriculation, the second heads the business education program; if only one is given, it is the latter). Key letters and numbers after these names indicate course offerings:

- M Master's degree program
- D Doctor's degree program
- U Undergraduate courses only
- C Conference to be held
- 1 Typewriting, Methods in
- 2 Bookkeeping, Methods in
- 3 Skill Subjects, Methods in
- 4 Shorthand, Methods in
- 5 Basic (General) Business, Methods in
- 6 Office (Sec'l) Practice, Methods in
- 7 All Subjects, Methods in
- 8 Office Machines, Methods in
- 9 Distributive Education, Methods in
- 10 Consumer Education, Methods in
- 11 Curriculum in Business Education
- 12 Administration and/or Supervision
- 13 Guidance in Business Education
- 14 Work-Experience (earn-learn) Course
- 15 Principles and/or Problems of Bus. Ed.
- + And other graduate courses

ALABAMA

UNIVERSITY OF ALABAMA, University. Two terms: June 6-July 15; July 18-August 19. C. E. Williams; Dean S. Paul Garner. U

CALIFORNIA

UNIVERSITY OF CALIFORNIA, Berkeley. June 20-July 30. 9, 14

ILLINOIS

EASTERN ILLINOIS STATE COLLEGE,

Charleston. June 13-August 5. Bryan Heise; Dr. James M. Thompson, Earl S. Dickerson. M, 1, 2, 6, 11, +

UNIVERSITY OF ILLINOIS, Urbana. June 17-August 13. Dean Robert B. Browne; Dr. Arnold Condon. M, D, 1, 4, 8, 9, 11, +

KANSAS

KANSAS STATE TEACHERS COLLEGE, Pittsburg. June 6-August 5. C. R. Baird, Registrar; Ralf J. Thomas. M, C, 1, 4, 7, 8, 10, 11, 12, 13, +

LOUISIANA

SOUTHERN UNIVERSITY, Baton Rouge. June 6-August 6. J. J. Hedgemon, Registrar; Dr. S. V. Totty. U

NEBRASKA

MIDLAND COLLEGE, Fremont. June 6-August 12. Dr. Harold D. Eastman; E. E. Prauner. U

NEW YORK

HOFSTRA COLLEGE, Hempstead. June 14-July 26. Doyle M. Bortner. 7

PENNSYLVANIA

ELIZABETHTOWN COLLEGE, Elizabethtown. Two terms: June 7-26; June 28-August 6. Dr. Henry D. Bucher; A. L. Gray. U

TEXAS

SOUTHERN METHODIST UNIVERSITY, Dallas. Two terms: June 4-July 13; July 14-August 25. Leonard G. Nystrom, Registrar; Mrs. Virginia B. Long. 7, +

WEST VIRGINIA

BLUEFIELD STATE COLLEGE, Bluefield. June 13-August 12. Dean G. W. Whiting; Dr. T. Mahaffey. U

W. VIRGINIA INSTITUTE OF TECHNOLOGY, Montgomery. June 13-July 16. L. Fred Gilchrist, Registrar; Dr. Reed Davis. U

WYOMING

UNIVERSITY OF WYOMING, Laramie. June 13-August 19. Dr. Robert L. Hitch. M, 14

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NEW BUSINESS EQUIPMENT

Tape with Hi-Fi Reproduction

A new high fidelity tape recorder has been introduced by the Revere Camera Company of Chicago. The T-11 Recorder embodies a number of patented features. Among them is the "Balanced-Tone" principal, which coordinates amplifier and acoustic system to balance highs and lows.

Other features include automatic head demagnetization and rapid individual forward and reverse. Solenoid-operated keyboard push-button controls enable anyone to operate the recorder. Stop is so instantaneous you can split a syllable. The Revere T-11 accepts 3-, 5-, 7-, and 10 $\frac{1}{2}$ -inch reels.

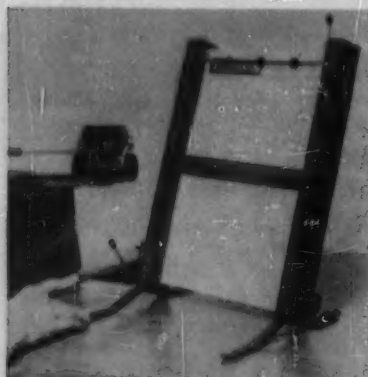
Chalkboard Cleaner

K2 "Kleer-Kleen," a new cleaner and conditioner for chalkboards, has been introduced by the New York Silicate Book Slate Company, Inc., 541 Lexington Avenue, New York 22, New York. Designed to eliminate the mess of washing boards with water and then rubbing them dry, K2 is applied with a cloth and leaves the boards clear of all vestiges of chalk—with a single application.

Copyholder Eases Eyestrain

"Typing fatigue" may become a thing of the past, according to the Speed-Spacer Company, 321 Greenwich Street, New York 13, New York. Their latest copyholder secures material at the proper angle for eye ease, offering automatic line guide action.

Copy (up to 9 by 12 inches) is secured by a bail at the top. The guide



level is raised by quick turns of the elevator knob at the right base. The clutch at the left base is set for the

required spacing of the guide. On reaching the end of a line, the operator touches the spacing lever, and the guide bar drops to the next line. It's as quick as touching the shift key on a typewriter. The retail price is \$11.75.

Read Copy through New Bail

More than a year of research has gone into the Marken transparent typewriter bail, manufactured by the J. J. Kennedy Corporation. The Marken bail, which can be installed in minutes in place of the metal paper-lock bar on most standard typewriters, gives typists immediate crystal-clear visibility of every typewritten line. Number scales are electro-chemically



engraved. All old models (produced by the former manufacturer) are being recalled and replaced free of charge. Write the J. J. Kennedy Corporation, 20 Henry Street, Byram, Connecticut.

New Products in Brief

- A heavy-duty cork bulletin board with a natural-finish oak frame has been produced by General Scientific Equipment Company, 2700 West Huntingdon Street, Philadelphia 32, Pennsylvania. It is available in two sizes: No. 300B, size 18 by 28 inches (\$3.95); No. 301B, size 24 by 36 inches (\$5.45).

- A free bottle of their latest ink remover is offered to readers of this column by The Heyer Corporation, 1844 South Kostner Avenue, Chicago 23. No more dirty hands after a duplicating job.

- A new Network Dictation system allows an unlimited number of dictators in any number of offices to dictate to a central recording unit through regular telephones. For further details, write Peirce Dictation Systems, 5900 Northwest Highway, Chicago 31, Illinois.

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JUNIOR OGA TEST

The Wolf and the Horse

One day in his roaming, a wolf happened to pass a field of ripe oats; but, as oats are not on the diet of a¹ wolf, he passed them by. Later on, meeting a horse, he said, "I have found a great field of oats and have not eaten one,² but have saved them just for you. Am I not a fine fellow?"

"Indeed, you are not," replied the horse, "for, the only reason³ you are telling me of those oats is that you cannot use them!"

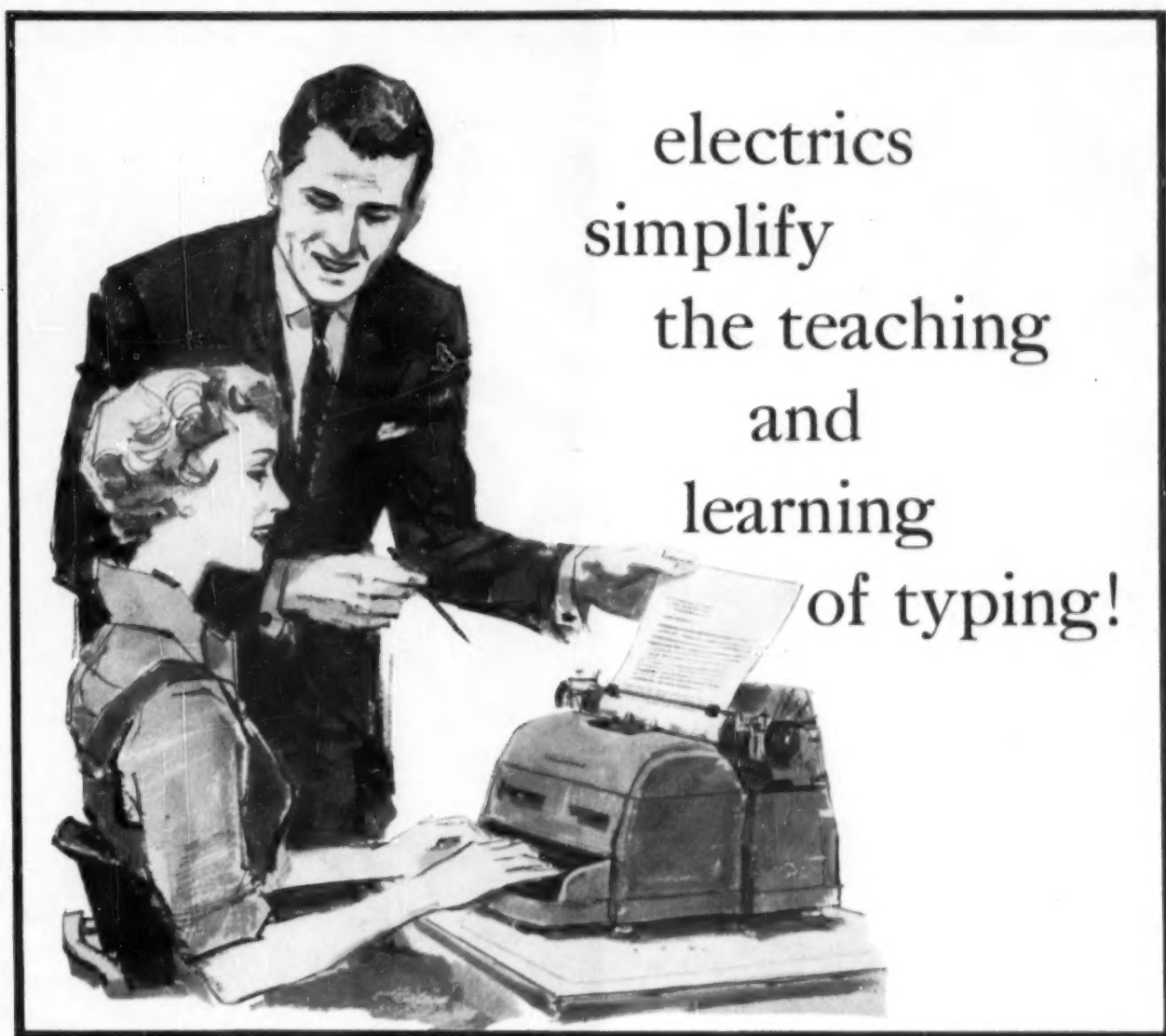
(Little thanks are due to him who gives away only⁴ what is of no use to himself.) (86)—Adapted from *Aesop's Fables*

OGA MEMBERSHIP TEST

Roller Skates

Some boys were roller skating on the street. Several feet ahead of the rest of the group was a boy scooting along¹ on one skate and yelling, "Come on!" to the rest of the group. All the rest had two skates but were not able to keep² up with the boy who was skating on only one skate.

When the boys were through skating, someone asked the winner why he³ used only one skate. "That's all I had," he replied, "so I worked it so that I could beat all the rest." Smart boy! He used⁴ what he had in such a way that he came out ahead, anyhow. (91)



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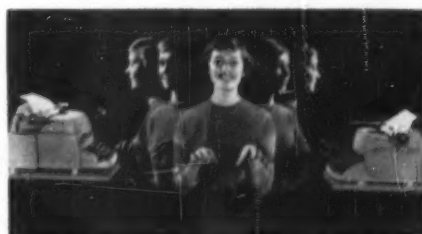
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Educators and businessmen agree that the more versatile the typist, the more valuable the employee. In today's "electric-manual" office, the Remington Electric trained student is quickly able to take her place at either type of station . . .

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THIS NATIONAL CLASS 31 ACCOUNTING MACHINE processes the large volume of records at W. W. & L. so efficiently that it has reduced form handling by 25%.

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"The operation of our entire accounting department improved tremendously when we installed our National Class 31 Accounting Machine," reports Mr. C. A. Lick, Jr., Vice President. "This has produced large savings in both time and money."

"We conservatively estimate that our National System saves us at least 260 work hours every month and cuts our accounting costs \$4,280 yearly. In addition, it provides valuable information—giving us facts that help us run our business with

greater efficiency and more profit.

"We are particularly impressed with the simplicity of our new National machine. Even while learning to use the Class 31, our operator was actually doing our posting work. She became a proficient operator within a matter of hours."

"We are well pleased with our National System which pays for itself in direct savings every 14 months."

There is a National System adapted to your business, whether it is large or small. Nationals do up to $\frac{3}{4}$ of the

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